DOCUMENT RESUME

ED 024 852

AC 002 262

The 1966 Annual Plan and Program of the State of Florida for Title I, The Higher Education Act of 1965.
Florida State Dept. of Education, Tallahassee.
Pub Date May 66
Note- 162p.
EDRS Price MF-$0.75 HC-$8.20
Descriptors- *Administrative Organization, *Adult Education, Advisory Committees, *Community Problems, *Community Service Programs, Educational Objectives, Financial Policy, Higher Education, Personnel Policy, *State Programs
Identifiers- *Florida

The Florida State Plan for community service and continuing education, submitted to entitle it to participate in federal funds under Title I of the Higher Education Act of 1965, includes sections on policies and procedures for selecting community problems and institutions; duties of the State Advisory Committee, appeals from institutions, and plans for review and evaluation of programs by state agency; funding, fiscal assurances, and reporting; and an overview of major community problems in Florida. These include human relations and minority groups, urban-rural administration, education for economic development and full employment, human resource development, and education and community welfare. Appendixes define terms, give basic facts on institutions of higher education in Florida, and outline institutional components of continuing education in Florida. (rt)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

THE 1966 ANNUAL PLAN AND PROGRAM
OF THE STATE OF FLORIDA
FOR
TITLE I, THE HIGHER EDUCATION ACT OF 1965

ED024852

May 1966

AC002262

TABLE OF CONTENTS

Page

Foreword and Certification 1-7
(173.3, 173.4, 173.12, 173.19, 173.22, 173.27A)

I. State of Florida Organization for Implementation of the Higher Education Act of 1965 (Title I) 8-12
(173.1, 173.2, 173.3, 173.4, 173.5, 173.7, 173.8, 173.9, 173.15)

II. Policies and Procedures for Selection of Community Problems.. 13-18
(173.10, 173.11)

III. Policies and Procedures for Selection of Institutions 19-27
(173.10, 173.11)

IV. State Advisory Committee Responsibilities (173.16) 28-30
Institutional Appeal
Review and Evaluation of Programs

V. Funding, Fiscal Assurances and Reporting 31-36
(173.13, 173.14, 173.17, 173.18, 173.20, 173.26, 173.27, 173.28, 173.29, 173.31, 173.33)

VI. Overview of Major Community Problems in Florida 37-53
(173.4, 173.12C)

VII. Major Community Problem Areas for 1966 Program 54-105

APPENDICES

A. Definitions 106-110
B. Florida Statutes 111
C. Institutions of Higher Education 112-137
D. Demonstrated Capability of Institutions 138-155
E. Accounting Practices - State of Florida (173.15,173.22). 156
F. Institutional Assurances 157
G. Coordination of Federal Programs 158

CLARIFICATION ON TITLE I

AMENDMENT H

1. The Florida State Plan provides that approval will be given by the Board of Education to all program approvals by the Board of Regents. Re: Ref. 22.
2. Authorization is granted to delete the last paragraph of Item 1.8, page 34, beginning with "In the event .... any future programs."
3. Item 1.4, page 32, applies only to institutional expenses relating to Community Service Programs. Re: Regulation 173.27(6). State Agency expenses are regulated by the budget presented on page 7 of the Plan. Re: 173.27(A).
4. Mr. Jerry Leonard, Fiscal Affairs Officer, Florida Board of Regents, P. O. Box 1562, Tallahassee, Florida is designated as the official custodian of funds. Re: Section V, page 31 of the Florida State Plan.
5. Dr. Glenn A. Goerke, State Director of Continuing Education, Florida Board of Regents, P. O. Box 1562, Tallahassee, Florida is designated as the person authorized to authorize expenditures of funds under the Florida State Plan. Re: Section V, page 31.
6. Page 33, Item 1.7, Accounting Base. Obligation is documented by budget submission. Re: Appendix E, page 5, (Budget Commission Approval).

A State Plan for Community Service and
Continuing Education Programs
under Title I of the Higher Education Act of 1965

Submitted by the State of Florida in accordance with the provisions of Title I of the Higher Education Act of 1965 (P.L. 89-329) and the Regulations promulgated thereunder (45 C.F.R., Chapter I, Part 173).

Approved by The State Board of Education of Florida
(Name of State Agency)

on ______________________.
(Date)

The State Board of Education of Florida
(Name of State Agency)

By ______________________
(Authorized Official)

To be completed by the Office of Education:

Date on which plan or amendment is effective: ______________

The Honorable Haydon Burns, Governor of the State of Florida, is pleased to certify that this annual plan and program is consistent with the State's policies and objectives, and so affixes his signature and seal in approval, this ________________ day of ________________, 1966.

____

A State Plan

Submitted in Accordance with Title I
Community Service and Continuing Education Programs
Higher Education Act of 1965
Public Law 89-329

Pursuant to Title I, Section 105, of the Higher Education Act of 1965, Public Law 89-329, the State Board of Education of Florida and the Florida Board of Regents as the agencies solely responsible for the supervision and administration by order of the Governor, submit for consideration this document describing the 1966 Annual Plan and Program for the State of Florida.

State Board of Education

Haydon Burns, Governor
Tom Adams, Secretary of State
Earl Faircloth, Attorney General
Broward Williams, State Treasurer
Floyd T. Christian, State Superintendent of Public Instruction

Board of Regents

Chester Howell Ferguson - Chairman
Wayne C. McCall - Vice Chairman
Woodrow J. Darden
Clifton G. Dyson
Henry D. Kramer
Clarence L. Menser
Louis C. Murray
John C. Pace
Mrs. E. D. Pearce
J. B. Culpepper - Chancellor

CERTIFICATION OF FLORIDA STATE PLAN FOR
COMMUNITY SERVICE AND CONTINUING EDUCATION PROGRAMS
UNDER TITLE I OF THE HIGHER EDUCATION ACT OF 1965

I hereby certify that the attached State plan or amendment was duly adopted by the State agency on ______________________, and will constitute the basis for participation of the State of Florida under Title I of The Higher Education Act of 1965 (P.L. 89-329).

____
(Date)

____
Floyd Christian
State Superintendent
The State Board of Education of Florida

____
J. Broward Culpepper
Chancellor
Florida Board of Regents

CERTIFICATE OF STATE LEGAL OFFICER

STATE OF FLORIDA

I hereby certify that the State of Florida Board of Regents, the State agency named in the plan, is the sole State agency for administration of the plan; and that such State Agency has authority under State law to develop, submit, and administer the plan and that all provisions contained in the plan are consistent with State law.

(Date)

Earl Faircloth
Attorney General
State of Florida

CERTIFICATE OF COMPLIANCE WITH FEDERAL RULES AND REGULATIONS
STATE OF FLORIDA

The State Board of Education of Florida, as the designated agency, and the State of Florida Board of Regents as the administering agency, hereby certify that the following regulations will be followed in administering the State of Florida Plan for Title I, The Higher Education Act of 1965.

173.5 Amendments to State plan.

In addition to the annual amendment required under 173.4, the State plan shall be appropriately amended whenever there is any material change in the designation of the State agency, the content or administration of the State plan, or when there has been a change in pertinent State law. Such amendment shall clearly indicate the changes and shall be signed and certified in the same manner as the original plan submitted and shall become effective upon approval by the Commissioner.

173.7 Ineligible programs.

No payment may be made from a State's allotment under this part for (a) any community service program which relates to sectarian instruction or religious worship or (b) any community service program which is provided by a school or department of divinity. An institution of higher education which has a school, branch, department or other administrative unit within the definition of "school or department of divinity" as set out in 173.1 (h), is not precluded for that reason from participating in the program described in this part, if the community service program is not offered by that school, branch, department, or administrative unit and, as in all other cases, the community service program is not related to sectarian instruction or religious worship.

173.8 Relation to other Federal programs.

Nothing in this part shall be construed to mean that a proposed program shall be excluded from participation on the basis that it would also be eligible to receive financial assistance under another Federal program.

173.20 Reports.

The State plan shall provide that the State agency will make and submit to the Commissioner the reports listed below in accordance with procedures established by the Commissioner; and that the State agency will maintain such records, afford such access thereto, and comply with such other provisions as the Commissioner may find necessary to substantiate and/or verify the information contained in the reports.

(a) An estimated budget itemizing the amount of funds which have been or will be required by the State agency for developing and administering the State plan, to be submitted at the time of the submission of the original

State plan and thereafter concurrently with the annual amendment of the State plan;

(b) A detailed statement, describing the proposed operation of each community service program, to be submitted immediately upon approval of said program by the State agency;

(c) The certification required under 173.22;

(d) A progress report, containing an evaluation of each approved community service program and indicating total expenditures incurred in each such program as of the date of evaluation, to be submitted on a semi-annual basis;

(e) A report of the total amount charged against the State's allotment during a particular fiscal year, to be submitted at the close of the fiscal year;

(f) An annual report containing an evaluation of the State plan program and its administration in terms of the plan provisions and program objectives;

(g) A copy of any independent evaluations of the State plan, its program, objectives and/or administration, or of any other nature, if obtained by any State, State agency or institution, or State advisory council; and

(h) Any other reports containing such information in such form as the Commissioner may, from time to time, require in order to carry out his functions under the Act.

173.29 Retention of records.

(a) General rule. The State agency shall provide for keeping accessible and intact all records supporting claims for Federal grants, or relating to the accountability of the State agency or participating institution of higher education for expenditure of such grants or to the expenditure of matching funds, until the State agency is notified that such records are not needed for program administration review or of the completion of the Department's fiscal audit, whichever first occurs.

(b) Questioned expenditure. The records involved in any claim or expenditure which has been questioned shall be maintained until necessary adjustments have been reviewed and cleared by the Department.

Title VI of the Civil Rights Act of 1964 (P.L. 88-352, 78 Stat. 252, 42 U.S.C. Chapter 21) which provides that no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

(Date)

Floyd Christian
State Superintendent
The State Board of Education of Florida

J. Broward Culpepper
Chancellor
Florida Board of Regents

ADMINISTRATIVE BUDGET (1966)

STATE OF FLORIDA BOARD OF REGENTS

In accordance with federal regulation 173.20 A, the Board of Regents of the State of Florida hereby submits an estimated budget for the designated agency.

Budget Item	Estimated Cost
½ Accounting Clerk	$ 1,800.00
Other Personal Services	5,000.00
Capital Outlay	500.00
Expenses	17,700.00
	$ 25,000.00

Expenses (Breakdown)	
Travel & Consultant Fees	$ 10,000.00
Printing	4,500.00
Educational Materials	1,000.00
Telephone	1,000.00
Office Materials	700.00
Mailing	500.00
	$ 17,700.00

A STATE PLAN

SUBMITTED IN ACCORDANCE WITH TITLE I

COMMUNITY SERVICE AND CONTINUING EDUCATION PROGRAMS

HIGHER EDUCATION ACT OF 1965

PUBLIC LAW 89-329

Submitted by the State Board of Education of the State of Florida

Pursuant to Title I, Section 105, of the Higher Education Act of 1965, Public Law 89-329, the State of Florida hereby submits for consideration a document describing the organization and administration of Title I, for the State of Florida.

I STATE OF FLORIDA ORGANIZATION FOR IMPLEMENTATION OF TITLE I, SECTION 105, OF THE HIGHER EDUCATION ACT OF 1965.

The Honorable Haydon Burns, Governor of the State of Florida, has designated the State Board of Education (Appendix A*) of the State of Florida as the sole agency responsible for the supervision of the administration of the Florida State Plan under Title I of the Higher Education Act of 1965.

The State Board of Education in turn has designated the State Board of Regents (Appendix A*) as the unit administratively responsible for the State plan. Dr. J. Broward Culpepper, Chancellor of the State University System of Florida (Appendix A*) has appointed Dr. Glenn A. Goerke, Board of Regents staff, as State Coordinator for Title I of the Higher Education Act of 1965. Though the Regents staff includes several persons with special qualifications and/or experience in working with solving community problems, and is broadly representative of institutions of higher education in the State competent to offer community service programs, a State Advisory Committee consisting of representatives from the State University System, the private Universities of the State of Florida, the Junior College System, and the Governor's Office of Economic Opportunity has been appointed to assist in developing, implementing, and evaluating the State plan and all annual programs.

The Office of the Board of Regents as represented by the State Coordinator and the State Advisory Committee, in cooperation with the institutions of higher education in the State of Florida, will be responsible for setting forth a comprehensive and coordinated statewide system of community service programs under which funds paid to the State as its allotment from Section 103 will be expended for these service programs. Such programs shall be subject to approval by the Board of Regents and the Board of Education. The State Board of Education is the governing board for all public institutions in the State of Florida (junior colleges and universities). The designated agency will further be responsible for the submission of program plans in the form of amendments, to be submitted prior to annual funding, commencing with the Fiscal Year, 1966-67. The mailing address to be utilized on official correspondence is:

State Coordinator - Dr. Glenn A. Goerke
Board of Regents Office for Continuing Education
Post Office Box 1562
Commonwealth Building
Tallahassee, Florida 32302

Fiscal Affairs - Mr. Jerry Leonard
Board of Regents Office for Continuing Education
Post Office Box 1562
Commonwealth Building
Tallahassee, Florida 32302

The policies and procedures to be followed in allocating federal funds to institutions of higher education in the State of Florida are outlined in detail in another section of this document.

The State Advisory Committee and the State Coordinator through counsel with community leaders throughout the State of Florida have attempted to set forth the community services in continuing education as will be carried on under the auspices of the institutions of higher education throughout the State of Florida, and to identify some of the major educational problems to which the institutions will be requested to address themselves under the organizational structure devised for the implementation of Title I of the Higher Education Act of 1965.

The purpose of this document is to describe, in somewhat general terms, the guiding principles the State of Florida will operate under in implementing the program.

The committee assigned to draft the initial state plan for the State of Florida under Title I of the Higher Education Act of 1965 were all charter members of a Florida Committee on Continuing Education established in 1963 by Section 13 of Senate Bill 463, Florida Statutes, (Appendix B), requiring the establishment of an advisory committee on adult education. The Section as quoted indicates:

> "The Director of the Florida Institute for Continuing University Studies with the concurrence of the governing board of the State degree granting institutions of higher learning shall organize a statewide advisory committee involving educational agencies which are concerned with educational services for adults; provided that such committee shall be appointed and organized not later than September 15, 1963; and, provided further, that such committee shall meet at least once a year."

This committee was activated with a meeting on September 10, 1963, and meeting quarterly, continued to function as a working committee through July 1, 1965, when Florida underwent a reorganization in its continuing education program for the State. At the request of the State Board of Regents, the committee will be reactivated, and continue to function beginning with Fiscal Year 1967.

The committee's initial charge was one of:

1. Identifying the needs for adult educational services on a statewide basis,
2. Facilitating exchange of plans and information among agencies engaging in various adult educational services,
3. Strengthening adult educational services through the encouragement of cooperative action in the assumption of differentiated responsibilities, and
4. Interpreting functions and services of adult education programs.

The committee, in the past, has been composed of representatives of the Cooperative Extension Service, the Adult Education Division and the Division of Community Junior Colleges of the State Department of Education, the State Junior College Board, the State Board of Health, the Florida State Library Service, private institutions of higher learning, and the Board of Regents. Knowledgeable lay personnel selected on the basis of interest in and/or understanding of continuing education services and related community problems were included on the committee during its tenure.

This historical base is established only to show that Florida has not just begun to take into consideration the need for coordination of community services and continuing education throughout the State, but rather has been giving attention to this matter with a formal commitment from September, 1963, to date.

The Advisory Committee that will function for the remainder of this fiscal year will be limited to the following membership:

Dr. George Aker, Professor of Adult Education
Florida State University
Tallahassee, Florida

Dr. Robert Allen, Dean of Continuing Education
University of Miami
Coral Gables, Florida

Dr. James Wattenbarger, Director of Community Junior Colleges
State Department of Education
Tallahassee, Florida

Mr. Edwin Norwood, Program Consultant to Office of the Governor
Division of Economic Opportunity Program
Tallahassee, Florida

Dr. E.T. York, Provost of Institute of Food and Agricultural Sciences
University of Florida
Gainesville, Florida

Dr. Glenn A. Goerke, State Coordinator
Title I Higher Education Act, 1965
Board of Regents Office for Continuing Education
Tallahassee, Florida

The full committee,as mentioned in previous paragraphs, will be appointed on or about July 1, 1966, and appropriate amendments will be forwarded to the Commissioner's office at that juncture.

Necessary limitations of length and time in the preparation of this prospectus have served to produce an abridgment in the document itself, and may well leave some questions unanswered. The undersigned stand ready to provide additional information as needed:

Dr.George Aker, Professor
Adult Education
Florida State University

Mr. Edwin Norwood, Program Consultant
Office of the Governor
Division of Economic Opportunity Program

Dr. Robert Allen
Dean of Continuing Education
University of Miami

Dr. E.T. York, Provost of Institute of Food and Agricultural Sciences
University of Florida

Dr. James L. Wattenbarger, Director
Division of Community Junior Colleges
State Department of Education

Dr. Glenn A. Goerke
State Coordinator
Board of Regents Office for Continuing Education

II. POLICIES AND PROCEDURES FOR SELECTION OF COMMUNITY PROBLEMS

The State Advisory Committee and State Coordinator for Title I of the Higher Education Act, in consultation with representatives of various state organizations such as:

1. Florida City Managers
2. Florida Leagues of Municipalaties
3. Florida Hospital Association
4. Florida State Board of Health
5. Representatives of labor
6. Florida Building Officials Association
7. State Department of Education

and several other representative groups, have in the last five months surveyed many state agencies and institutions on a statewide basis as to those most critical problem areas identifiable to their personnel. Upon the basis of this consultation and advisory committee deliberation, the following rationale and statewide objectives for community services continuing education programming are set forth.

A. RATIONALE FOR COMMUNITY SERVICES AND CONTINUING EDUCATION

The nature and scope of continuing education is as wide and varied as the needs and interests of the people it serves. It may range from the application of agricultural science to the understanding of international affairs, from vocational training to management relations. Whatever the interest or need, adults are looking more and more to continuing education and community services as the means of solving their problems and building their futures.

Being mindful of the major significance of this legislation as passed and its implications for continuing education in the future, the committee feels that the following must be kept in mind in approaching the problems inherent in the organization and implementation of a program designed to combat community problems and provide for continuing education on a statewide basis.

1. The universities' primary goal is the education of our population for an enlightened approach to the social, economic and other problems which confront us in our rapidly changing society. This is to say that although the Act seemingly sets forth a base for the solution of community problems it should always be recognized that problems themselves are only symptomatic of the people involved. The ultimate basis for the solution of these problems lies in carefully designed educational experiences, to encompass problems identified in conjunction with appropriate community personnel. Such experiences must provide the various segments of our population with a clear understanding of the nature and origin of their problems, along with sufficient knowledge and intellectual competencies to formulate acceptable solutions to these problems and an understanding of the consequences of their choices for action.
2. The Act is designed not only to enable those institutions which have shown a demonstrated capability and a willingness to approach and serve in the area of community problems to have consideration, but further to urge newer and existing institutions not now providing community service to give serious thought to future institutional commitments to the area of community service.

3. Wherever possible an interinstitutional and unified approach should be taken to community problems as opposed to a fractionated individual institutional approach. If in fact any great contribution is made to the solution of community problems under the legislation, it will necessitate the pooling of university, college, and junior college resources, both public and private, in an interinstitutional approach bringing relevant disciplines to bear on significant problems.
4. Insomuch as limited funding will be available for an all out effort and attack upon those problems that prevail in the State of Florida, careful consideration should be given to a concentration of efforts on the priority areas of greatest need as identified in this document. It is believed that a unified and concerted attack on a few of the central problems will yield greater results than the alternative choice of a broad spectrum program which touches lightly on many problems but treats none of them in depth.
5. Each of the institutions coming within the jurisdiction of the State plan should develop its own rationale as to how its contributions can best fit into the joint efforts of all other institutions in a unified statewide extension program.
6. Proposals not concerned with the primary areas as cited in this document will be judged on their individual merit and documentation of demonstrated community needs.

B. OBJECTIVES FOR THE STATEWIDE PROGRAM OF CONTINUING EDUCATION AND COMMUNITY SERVICES IN FLORIDA

Implementation of Title I of the Higher Education Act in the State of Florida will provide for:

1. Funding of worthy and carefully conceived educational programs and action research or developmental projects designed to make a coordinated attack on the major community problems of the State as defined in joint planning with community leaders.
2. Dissemination of knowledge and research findings generated within the institutions of higher learning under research and developmental activities to the appropriate publics where such knowledge can best be used.
3. Special programs for adults engaged in new or changing areas of knowledge. Excellent programs are needed for adults who are employed in occupations that are nurtured by new or changing areas of learning. Here the effort should be to serve personnel in business, industry, the professions and the arts by acquainting them with advances in pertinent fields.
4. Assessment of needs for the periodic organization of new knowledge into new program formats of continuing education that will conserve the abilities and talents of groups important to the economy and life of our communities.
5. Development of pilot programs designed to provide the information and models needed to produce desired social, economic, political and cultural change. Programs are needed for organizational and group leaders aimed at helping them to function in a rapidly changing environment. Cities and communities must produce faculty, group leaders, extension agents, specialists and administrators at several levels for their community service and continuing education systems.

6. Development of action research projects designed to increase our understanding of the learning process in its applications to the continuing education of adults and to the solution of community problems.
7. A series of educational programs, services, and research projects incorporating an interdisciplinary approach to the major community problems of urban and rural communities of the State. Programs of research should be implemented that aim to improve the quality of education for rural and urban adults alike. Cities and communities have abundant and often acute problems at several levels. In essence, institutions of higher learning and cities must champion systematic inquiry and experimentation related to continuing education for adults.
8. Educational experiences designed to enable our citizenry to identify problems and choose goals, devise or adapt plans, and organize and carry out the plans necessary to achieve such goals.
9. Evaluation of the effectiveness of major projects in terms of the achievement of educational objectives related to changes in people, as well as to changes in community organization and community life.

This estimate of priorities in the area of educational programs, research, and development is based on the belief that the great need in the State of Florida is to test the ideas and innovations growing out of the institutions of higher learning, to bring the results of such tests to bear on educational practices among the adult population, and to encourage the development of useful practices and procedures for the expansion and improvement of adult learning experiences.

The major problem areas to which the resources of the institutions of higher learning will be initially directed are described in the following pages. The emphasis on dissemination and innovation is not equally evident in all the proposed activities. It is recognized that there must be an assignment of priorities so that the desired emphasis can be achieved. As projects become operational, careful attention will be given to how the elements of dissemination and innovation can become the focus of our efforts.

It is hoped that the aforementioned statements will be useful to the institutions of higher education in the State of Florida in formulating their objectives under the Florida State Plan, which follows in ensuing sections of this document.

The major community problems for this document have been selected by:

(1) surveying appropriate institutional and community leadership personnel throughout the state,

(2) requesting documentation as to the scope and need for problem selection, and

(3) committee deliberation on priority areas.

Annual program submission beginning July 1, 1966, will request that institutions submit identifiable problems for the annual plan based upon discussion with local and regional community leadership. These ideas will then be discussed and incorporated into similar items identified by the State Committee and a listing of priority areas of concern distributed to all qualified state insitutions of higher education, entertaining proposal submissions for Fiscal Year 1967.

III. POLICIES AND PROCEDURES FOR SELECTIONS OF INSTITUTIONS

In accordance with the definition of qualified institutions (173.1 F), appropriate documentation concerning the following schools is included in appendices (C & D) setting forth qualifications and demonstrated capabilities of each of the institutions.

PUBLIC UNIVERSITIES

Florida Agricultural and Mechanical University
Florida Atlantic University
Florida State University
University of Florida
University of East Central Florida (Est. 1968)
University of West Florida
University of South Florida

PRIVATE COLLEGES AND UNIVERSITIES

Barry College
Bethune Cookman College
Biscayne College
Bolden's School of Music
Brevard Engineering College
Edward Waters College
Embry Riddle Aeronautical Institute
Florida Memorial College
Florida Presbyterian College
Florida Southern College
Jacksonville University
Jones College
University of Miami
New College

Nova University of Advanced Technology
Ringling School of Art
Rollins College
Southeastern Bible College
Stetson University
Stetson University (Law)
University of Tampa
Webber College

COMMUNITY JUNIOR COLLEGES

Brevard Junior College
Central Florida Junior College
Chipola Junior College
Daytona Beach Junior College
Edison Junior College

Florida Junior College at Jacksonville
Florida Keys Junior College
Gulf Coast Junior College
Indian River Junior College
Jackson Junior College
Junior College of Broward County
Lake City Junior College
Lake Sumter Junior College
Manatee Junior College
Miami Dade Junior College
North Florida Junior College
Okaloosa-Walton Junior College
Palm Beach Junior College
Pensacola Junior College
Polk Junior College
Rosenwald Junior College
St. Johns River Junior College
St. Petersburg Junior College
Santa Fe Junior College
Seminole Junior College
South Florida Junior College
Suwannee River Junior College
Tallahassee Junior College

PRIVATE JUNIOR COLLEGES

Florida College
Marymount College
Orlando Junior College

All qualified institutions as listed have been contacted by the designated state agency in the following manner:

> Invitations have been sent to State University System members, private institutions of higher education, State junior colleges, and private junior colleges for separate meetings. Each of these meetings was chaired by either the State Coordinator or a member of the State Advisory Committee. The meetings were designed to give appropriate information concerning the Act, set forth the thinking of the State Advisory Committee and to entertain suggestions from the group as to direction for the State plan. Additionally, all qualified institutions

have been contacted by return receipt mailing, and notified as to the state administrative organization, state planning, federal rules and regulations, and other appropriate data for Fiscal Year 1966. Return receipt certification is on file in the State Coordinator's Office. All of the qualified institutions have been invited to submit proposals for Advisory Committee action.

Certification of the necessary institutional assurances as called for under the Act are on file in the office of the state designated agency. Appendix (F) contains copies of requests to the institutions for such certification.

A. CRITERIA FOR APPROVAL OF INSTITUTIONAL PROGRAMS

The Advisory Committee delegated with the responsibility of developing a State plan for Title I of the Higher Education Act of 1965 will concern itself with the screening and approval of all programs submitted by the individual institutions within the State of Florida. The State plan will be subject to amendment and change as the committee in its deliberations deems appropriate. Amendments to the State plan will be subject to approval by the Commissioner of Education.

The first annual plan as herein projected will serve as an outline for the submission of individual proposals by institutions of higher education within the State of Florida.

The following section will delineate types of information required from the institutions in proposal submission; review and approval procedures and criteria; controls and relationships between the State and Federal agencies for implementing Title I, and the fiscal policies to be followed in proposal submission.

The State Advisory Committee as now constituted will serve as the reviewing committee on all proposals submitted under Title I of the Higher Education Act of 1965. The Florida Board of Regents of the State University System, and Dr. J. Broward Culpepper, the Chancellor, or his designee, will serve as the final reviewing body in the approval of such proposals.

The State Advisory Committee will continue to operate throughout the duration of the administration of this plan and will be subject to Board of Regents direction in all matters concerning the Act. Necessary counsel will be sought of groups representative of the institutions of higher education in the State of Florida, such as the Council for Academic Affairs for the State University System, the Council of Presidents for the State University System, administrative representatives of public and private institutions within the State and the administrative units of the State junior college system. Additional counsel will be sought from agencies and individuals at the community level throughout the State of Florida.

Highest priority will be given to those research, program, and service proposals demonstrating the greatest impact on the major problem areas as outlined in this document and annual amendments.

However, proposals involving programs developed around problems initiated through community planning with local leaders will also receive high priority. Priority will further be given to those programs operating in areas with a high concentration of people affected by the problem areas as outlined. The State Advisory

Committee will use the following factors as the basis for approving institutional proposals to provide services through educational programming or to conduct action research under Title I of the Higher Education Act of 1965:

1. Proposals must provide for carefully delineated goals and objectives to be met by the programs proposed, including human and physical resources to be utilized in the operation, the group or groups to be served, and the anticipated impact of the program; carefully delineated budgets including and guaranteeing the 25% matching funds needed; and carefully devised and designed evaluation techniques for reporting results.
2. Proposals must provide for the rationale of such programming based upon demonstrated community needs as identified in consultation with appropriate community leadership.
3. Proposals, wherever possible, should provide evidence that programs include the cooperative thinking and long range planning of several institutions of higher education located in or near the area to be served. Priority will be given to large, long range programs encompassing interinstitutional planning, which at the same time allow for individual efforts in accomplishing given segments of the program.
4. Proposals should document previous demonstrated capability and willingness on the part of an institution to provide effective community services.
5. Proposals should provide documentation of faculty or other human resources to be utilized in carrying out programs and show resource capability in the areas of proficiency necessitated by such

programming.

6. Proposals should clearly describe the extent to which institutional programs are developed and coordinated in cooperation with groups to be served.
7. Proposals should clearly describe the extent to which proposed programs, research or service activities are developed, coordinated, and function in conjunction with other agencies, institutions and organizations within the community which have a direct connection with and concern for the goals and objectives of the proposal.
8. Proposals should describe the extent operational costs are minimized while at the same time maximum efficiency and impact are attained.
9. Proposals should explain the extent to which a program meets its goals and objectives in a minimum period of time and is flexible and imaginative in providing the educational experiences projected in the proposal.
10. If credit courses are to be offered, the committee will expect a statement citing how such a course will affect community problems and where it differs in content from previous offerings. The primary goal of the Act is one of meeting the needs of our population in light of problems and not one of curricular offerings designed to enhance the matriculation process.
11. Proposals should describe how projected projects and activities avoid duplicating the efforts of other agencies that are already operating in the field.
12. Proposals should clearly describe plans and procedures for

disseminating information as well as the techniques to be employed to facilitate the production or application of knowledge in relation to significant problem areas.

13. Proposals should describe how planned projects, services, and activities will be carried on after the initial grant period has terminated.

In addition to reviewing proposals and applying the foregoing criteria to each proposal submitted, the State Advisory Committee will encourage proposals from appropriate agencies of higher education to provide needed services when such agencies are deemed highly competent to provide such services.

B. TERMS AND CONDITIONS FOR APPROVAL

Reimbursement for institutional programs will be approved when the following terms and conditions have been met:

An application for a program grant or research service has been submitted to the State Coordinator for the Higher Education Act encompassing the following:

1. The title of the project, service or activity to be provided, or research to be conducted.
2. The name of the applying institution.
3. The name of the individual to be designated as the director of the project. The individual so designated must be a member of the faculty or professional staff of the applying institution. The person designated will be the contact person in connection with the administration of the grant.
4. The name of the official custodian of funds. Grant payments

will be sent directly to this individual at his official college or university position.

5. The name of the official authorized to sign for the institution.
6. The period of time (beginning and terminal dates) the proposal is to encompass and the location of the project. If a course or activity is to be sequential in nature, each segment or phase of the sequence should be identified and described.
7. A carefully developed rationale to encompass the need for the program, service, or activity; the purposes and objectives of the program, service or activity; a description of the methods to be utilized to develop, produce, disseminate or facilitate the application of knowledge; and required staff training activities, if needed, special training facilities required, if any, and identification of instructional staff (list names, describe responsibility and attach to this application a brief biographical sketch or vita of each).
8. Participants. Describe the eligibility requirements for participation in the program or activity, the anticipated number of participants involved (list categorically the type of training for which the program is designed), and the geographical area from which recruitment is expected.
9. Evaluation. Describe methods to be used, instruments, if any, and method of reporting to the State Advisory Committee upon the conclusion of the program, service or activity.
10. An estimated budget encompassing itemized expenditures for staff, travel, supplies, telephone, printing, instructional and

educational materials, food service, housing and space rental, equipment, and other. Also a statement verifying that the institution will provide 25% of the funding for the project and the source from which it is to be derived as well as the budgeted items to be provided by the institution.

11. List cooperating agencies, if any, and describe the mechanisms for cooperation.

12. Upon submission of a project proposal a respective institution may plan on being notified as to the status of said proposal within a three-week period after it has been received by the State Advisory Committee.

IV. STATE ADVISORY COMMITTEE

The State Advisory Committee as previously listed will serve in an advisory capacity to the State Coordinator of the designated agency and will:

(1) assist the State Coordinator in surveying the State to determine community problems,

(2) assist the State Coordinator in establishing priorities upon compilation of demonstrated community problems,

(3) assist in the screening and approval of institutional programs submitted to the State agency,

(4) assist in the evaluation and reporting on approved and funded State programs, and

(5) act as an appeal board for any institution dissatisfied with the action taken by the State agency on a particular project. In this capacity the Advisory Council will meet without the State Coordinator and make known in writing within five days their recommendations to the State agency and institution.

The group will understand that it serves in an advisory capacity and all final action is the responsibility of the State Coordinator and designated agency.

Institutional Appeal:

Any qualified institution of higher education dissatisfied with the findings of the State agency concerning a particular program proposed will have the right of appeal to the State Advisory Council within thirty (30) days of State agency action.

The Advisory Council meeting without representation from the designated agency, will meet to review such appeals upon request. The Council will then, within five days, make known their recommendations to the State Coordinator and appealing institutions.

All final judgments will be vested in the State agency.

STATE AGENCY ADMINISTRATIVE REVIEW AND EVALUATION OF INSTITUTIONAL PROGRAMS

The designated State agency and the State Advisory Committee will assume the responsibility for the following:

1. Periodic visitations of operational programs funded under the State plan. Such visitations shall include direct observation of the activities, conferences with administrative personnel responsible for the programming, and written evaluation to be submitted to both the State Coordinator and appropriate institutional personnel. Visitations will be staffed by research and evaluations personnel of the designated agency, personnel comprising the State Advisory Committee, and other personnel as deemed appropriate by the State agency. Visitations will be made both individually and as teams.
2. Institutions displaying program direction other than called for by the State plan will be informed of observations by the evaluation personnel and conferences arranged to establish necessary modifications or adjustments in programming indicated by evaluation.
3. The fiscal officer of the designated state agency or other appropriate personnel and their staff will assume the responsibility for periodic visitations with appropriate institutional fiscal personnel for the auditing of all proposals accepted by the State agency.
4. All information compiled by the aforementioned personnel will be made readily available upon request to the Commissioner and will further be presented in an annual evaluation report to be submitted by the State agency.

V. FUNDING, FISCAL ASSURANCES AND REPORTING

1.0 Fiscal Control and Fund Accounting Procedures

1.1 Payment of Funds

1.11 The designated agency will be the recipient of all Federal funds received by the State of Florida under this title.

1.12 The designated agency may transfer funds to qualified state-supported and/or private institutions of higher learning in advance and/or for actual expenditures. Advance payments will be made only for programs approved by the designated agency under the provisions of this plan.

1.13 The designated agency will transfer funds only to those institutions offering evidence that such funding will not be used to supplement State or local funds, but rather will supplement and to the extent practicable increase the amount of funds available for Community Service Programs.

1.2 Accountability of Funds

1.21 All Federal funds and State matching funds expended by the designated agency shall be expended in conformity with Florida State Statutes. (Appendix B and Operating Procedures of the State of Florida General Accounting Division, Appendix E)

1.22 All Federal funds and State matching funds transferred to State institutions of higher learning and all fees collected as matching funds shall be accounted for and expended in conformity with Florida State Statutes.

1.23 All Federal funds and State matching funds transferred to private institutions of higher learning and State junior colleges, and all fees collected as matching funds shall be accounted for and expended under the same rules and regulations as that required by their governing and/or regulating boards and/or agencies for their regular operations.

1.3 Audits

Records of receipts and expenditures for programs operated under the provisions of this plan shall be maintained in such manner as to provide for the proper identification and audit of all monies received and expended under this plan. All institutional fiscal transactions will be audited by the State agency or other appropriate auditors to determine whether expenditures have been made in accordance with the Act, the regulations of the United States Office of Education, and this plan. Designated agency records will be audited by the United States Office of Education.

1.4 Allowable expenditures

Expenditures may be made for, but not be limited to, the following:

(1) administration and supervision,

(2) salaries and travel of authorized university and local administrative, supervisory, or instructional personnel,

(3) fees and travel of consultants and resource personnel,

(4) travel and expenses incurred in holding State Advisory Committee meetings,

(5) expenses of conferences called by the designated agency for university personnel,

(6) the development and reproduction of instructional materials,

(7) the purchase of educational materials, teaching aids, and supplies,

(8) cost of research and pilot projects, including surveys,

(9) salaries of personnel for handling correspondence, records, and reports,

(10) rental of equipment and space, and

(11) a reasonable overhead charge, as set forth in the Federal Bureau of the Budget Circular A-21 as amended.

1.5 Reports

Upon completion of each program, the participating institution must submit a financial report to the designated agency showing total expenditures and source of funds.

1.6 Adjustments

The State agency certifies that this maintenance of records, accounts and reports will provide for prompt adjustments reflecting refunds, credits, underpayments or overpayments, as well as any other adjustments resulting from Federal or State administrative reviews and audits, and that such adjustments will be set forth in financial reports to be filed with the Commission.

1.7 Accounting Basis

The accounting basis used by the Florida Board of Regents is obligation. Applicable State Rules and Regulations are attached. (Appendix E)

1.8 Funding of Institutional Projects and Programs

Upon completion of approved programs, institutions will be expected to submit a full accounting as to the utilization of the grant sum. Any overages received from fees or other sources must be noted to the State Board of Regents and necessary adjustments made in cooperation with the designated fiscal officer of the State agency.

In the event that an institution finds itself unable to produce the 25% matching funds required under the Act, the fiscal officer identified in the program proposal will contact the State Coordinator. Institutions failing to produce the 25% matching funds for any individual proposal will naturally place themselves in jeopardy in relation to approval for any future proposals.

1.9 Reports and Records

1.91 Reports - The State plan shall provide that the State agency will make and submit to the Commissioner the reports listed below in accordance with procedures established by the Commissioner; and that the State agency will maintain such records, afford such access thereto, and comply with such other provisions as the Commissioner may find necessary to substantiate and/or verify the information contained in the reports.

(a) An estimated budget itemizing the amount of funds which have or will be required by the State agency for developing and administering the State plan, to be submitted at the time of the submission of the original State plan and thereafter concurrently with the annual amendment of the State plan;

(b) A detailed statement, describing the proposed operation of each community service program, to be submitted immediately upon approval of said program by the State agency;

(c) The certification required under 173.22 of the Higher Education Act of 1965;

(d) A progress report, containing an evaluation of each approved community service program and indicating total expenditures incurred in each such program as of the date of evaluation, to be submitted on a semiannual basis;

(e) A report of the total amount charged against the State's allotment during a particular fiscal year, to be submitted at the close of the fiscal year;

(f) An annual report containing an evaluation of the State plan program and its administration in terms of the plan provisions and program objectives;

(g) A copy of any independent evaluations of the State plan, its program, objectives and/or administration, or of any other nature, if obtained by any State, State agency or institution, or State advisory council; and

(h) Any other reports containing such information in such form as the Commissioner may, from time to time, require in order to carry out his functions under the Act.

1.92 Retention of records

(a) General rule. The State agency shall provide for keeping accessible and intact all records supporting claims for Federal grants, or relating to the accountability of the

State agency or participating institution of higher education for expenditure of such grants or to the expenditure of matching funds, until the State agency is notified that such records are not needed for program administration review or of the completion of the Department's fiscal audit, whichever first occurs.

(b) Questioned expenditure. The records involved in any claim or expenditure which has been questioned shall be maintained until necessary adjustments have been reviewed and cleared by the Department.

VI OVERVIEW OF MAJOR COMMUNITY PROBLEMS IN FLORIDA

DESCRIPTION OF THE STATE

A description of Florida must take into account the socio and economic history of the State. That history has resulted in contemporary educational needs, some of which are unique in the nation, but with others repeated in other states of the general section in which Florida is located. Nothing better illustrates the indivisability of this great nation than the fact that past educational deficiencies and the limited education received by some of the inhabitants of the State are now reflected in contemporary socio-economic problems and civil disturbances confronting us, to which the under-educated or educated adults and children of this region have migrated.

The implementation of Title I of the Higher Education Act in Florida should be primarily organized to serve the unique needs of the people of this State. The plan must also be organized to serve the region and the nation as well; for every demographic indicator suggests that the region in which Florida resides will continue for some time yet to come to serve as a seedbed for large portions of the nation's multi-racial, multi-cultural population.

The information presented in this section relies heavily upon a statistical profile of the State of Florida. It should be noted, however, that some of the unique problems within the State are too recent in origin and development to be reflected in available statistics. Available census data reflect neither the large and recent Cuban influx into Florida, nor do they suggest the greatly increased infusion of Latin American strains that impend as this prospectus is submitted.

Portions of the State of Florida can be described as undeveloped areas. Under-development is not an absolute term; it is based on such factors as rate of literacy, level of education, number of institutions of higher education, production and consumption of goods and services, and per capita income.

Within the State, when levels of education are considered, there is an older discontinuity that is yet placing its mark on the people. Florida has highly developed industrial and commercial centers that have attracted professionally and technically trained personnel from the far corners of the nation. The State's development of the tourist industry and a mechanized and scientifically supported agriculture has resulted in higher levels of social and economic welfare when compared to other states in the region, yet each of the areas of the State has brought into the present the burden of its past and certain portions of each section remain as undeveloped areas of the country.

In those rural areas where a dead level of semi-poverty existed there has been an accentuation of poverty and a displacement of persons into cities where their insufficient skills have led to unemployment and the misery of the urban slum.

Florida, the most dynamic growing state, passed Massachusetts during 1961 to become the 9th most populous state in the Union. By contrast, Florida ranked 27th in population in 1940 and 20th in 1950. Between 1960 and 1964, Florida's rate of gain was 15.2%, and the absolute gain in population was 753,000.

Florida had on July 1, 1964, a population of 5,705,000, accounting for 3% of the U.S. population and 13.7% of the Southeast. The Florida Development Commission now estimates that the population of the State will reach 7,500,000 by 1975. The present rate of growth is estimated to be 225,000 annually of which 160,000 is the result of new migration or excess of inmigration over out-migration and 65,000 by natural increase, or excess of births over deaths. This 19,000 monthly growth will increase from year to year even if there should be no increase in net migration due to the expanded base from which the natural increase is derived.

Population density, or average number of persons per square mile, is 105.2 for Florida, as compared to 53.0 for the United States.

POPULATION OF MOST RAPIDLY GROWING STATES

	April, 1960 (thousands)	July, 1964 (thousands)	% Increase
Nevada	285	408	43.2
Arizona	1,302	1,581	21.4
FLORIDA	4,952	5,705	15.2
California	15,716	18,084	15.1
Colorado	1,754	1,966	12.1
Utah	891	992	11.3

POPULATION OF 12 SOUTHEASTERN STATES IN RANK ORDER

State	Population, 1940 (thousands)	State	Population, 1964 (thousands)
North Carolina	3,572	FLORIDA	5,705
Georgia	3,124	North Carolina	4,852
Tennessee	2,916	Virginia	4,378
Kentucky	2,846	Georgia	4,294
Alabama	2,833	Tennessee	3,798
Virginia	2,678	Louisiana	3,468
Louisiana	2,364	Alabama	3,407
Mississippi	2,184	Kentucky	3,159
Arkansas	1,949	South Carolina	2,555
West Virginia	1,902	Mississippi	2,314
South Carolina	1,900	Arkansas	1,933
FLORIDA	1,897	West Virginia	1,797

MOST POPULOUS AND MOST RAPIDLY GROWING COUNTIES IN FLORIDA

Fifteen Most Populous Florida Counties in 1964

Rank	County	County Seat	1964 Population
1	Dade	Miami	1,095,000
2	Duval	Jacksonville	510,800
3	Hillsborough	Tampa	433,100
4	Pinellas	Clearwater	419,500
5	Broward	Ft. Lauderdale	406,400
6	Orange	Orlando	299,200
7	Palm Beach	West Palm Beach	274,200
8	Polk	Bartow	213,900
9	Escambia	Pensacola	191,200
10	Brevard	Titusville	171,400
11	Volusia	DeLand	149,800
12	Sarasota	Sarasota	92,800
13	Alachua	Gainesville	87,800
14	Leon	Tallahassee	82,600
15	Manatee	Bradenton	77,800

COMPARATIVE DATA UNITED STATES AND FLORIDA
(All figures 1960 unless otherwise indicated)

TABLE I

POPULATION CHARACTERISTICS

Category	U.S.	Florida
Population		
Number (1,000)	179,323	4,952
% Change, 1950-1960	18.5	78.7
Net Migration (1,000), 1950-1960		+2,181
% Urban	69.9	74.0
% Rural	29.1	26.0
By Race		
White (1,000)	158,832	4,064
Negro (1,000)	18,872	880
Other	1,619	7
% Negro	11.0	18.0
% White and other	89.0	82.0
Family Size		
Population per household		
White	3.23	2.99
Non-White	3.85	3.79

TABLE II

VITAL STATISTICS

Category	U.S.	Florida
Vital Statistics		
Crude Birth Rate, 1962	22.4	20.9
Children Born per 1,000		
Woman, Age 35-44, White	2.575	2.337
Woman, Age 35-44, Non-White	3.067	3.103
Life Expectancy in Years		
Male, White	67.4	N.A.
Female, White	74.1	N.A.

TABLE II-- continued

	U.S.	Florida
Male, Non-White	61.1	N.A.
Female, Non-White	66.3	N.A.
Death Rate per 1,000 population	9.5	9.7
Male, White	11.0	N.A.
Female, White	8.0	N.A.
Male, Non-White	11.5	N.A.
Female, Non-White	8.7	N.A.
Infant Death Rate per 1,000	9.5	9.7
Infant Death Rate per 1,000 Live Births		
White	22.9	23.6
Non-White	43.2	46.1
Marriage Rate per 1,000 population	8.5	7.9
Divorce Rate per 1,000 population	2.2	3.9
Median Age First Marriage		
Bride	20.1	19.4
Groom	23.1	23.3
Mobility		
Native population % in State of Birth	70.3	31.8

TABLE III

EDUCATIONAL CHARACTERISTICS

Category	U.S.	Florida
Education		
Current Expenditure per Pupil ADA	$375.	$318.
Median School Years Completed		
25 years and older	10.6	10.9
White	11.2	11.6
Non-White	9.8	7.0
%Completed 4 years of High School or more	41.	43.
Earned Doctorates Conferred, 1960	9,829	136
School Age Population as % of Total, 1963	25.4	23.9
Number of School Age Children per 100 Adults, 21-64, 1961	49	46
% Population 65 and over, 1961	9.3	11.4
Public School as % of Total Enrollment, 1961-62	85.6	92.8
Pupil Enrollment in Excess of Normal Bldg. Capacity as % Total Enrollment, 1962	4.3	6.7

TABLE III - continued

Category	U.S.	Florida
Average Teachers Salary, 1963	$5,735.	$5,450.
Pupil Teacher Ratios, 1959	22.7	24.4
% Teachers paid $5,500 or more 1963-64	55.2	53.0
% of Population 14 years, 1960	2.4	2.6
% High School Graduates in 1962-63 as % 9th Grades 1959-60	72.7	65.7
% Selective Service Registrants Failing Pre-Induction Mental Test, 1962	24.5	32.9
Higher Education		
Per Capita State and Local Government Exps., 1962	$21.71	$13.59
% Total State Expen. Devoted to Higher Education, 1962	11.6	8.6

TABLE IV

EMPLOYMENT AND EARNINGS

Category	U.S.	Florida
Employment and Earnings		
Mfg. Average Hourly Earnings, 1962	$2.39	$1.99
Per Capita Personal Income, 1962	$2,366.	$2,044.
Per Capita Personal Income as % of National Average, 1962	100.	86.4
Personal Income per Child of School Age (5-17), 1962	$9,429.	$8,683.
Total Public School Revenue Receipts, 1962-63 as %	4.3	4.1
% Increase P/C Personal Income, 1950-61	52	53
Median Income of Families, 1959	$5,660.	$4,772.
% Families Median Income Less than $2,000, 1959	13.1	16.2
% Increase Median Family Income, 1949-59	83.5	94.4
Median Male Income, 1959		
Urban	$4,532.	$3,485.
Rural Non-Farm	$3,297.	$2,839.
Rural Farm	$2,098.	$2,190.

TABLE IV - continued

Category	U.S.	Florida
Other - Farm		
% Farms Report with Tels., 1959	65.0	61.2
Value Land and Bldg. Acre, 1959	$1,157.	218.
% Tenants of Total Farm Ops., 1959	19.8	5.5
% With Income Under $3,000	21.4	28.4
% With Incomes $10,000 and over	15.1	11.1
Median Income of Persons with Income		
All Persons	$4,103.	$3,306.
White	$4,319	$3,743.

TABLE V

MEDICAL SERVICES

Category	U.S.	Florida
Physician Rate per 100,000, 1962	144	133
Dentist Rate per 100,000, 1962	56	47
Hospital Bed Rate per 1,000, 1961	9.1	6.5

RELATIONSHIP OF EDUCATIONAL LEVEL OF THE ADULT POPULATION OF FLORIDA TO INCOME - BY COUNTIES

County	Median School Yrs. Completed*	Average Median Income (Families)*
Gadsden	7.5	
Hamilton	7.7	$3,059
Glades	7.8	
Holmes	8.0	
Madison	8.0	
Jefferson	8.1	
Calhoun	8.2	
Wakulla	8.2	
Baker	8.3	
Dixie	8.3	
Suwannee	8.3	
Union	8.3	
Lafayette	8.4	
Taylor	8.4	
Washington	8.4	
Jackson	8.5	$3,118
Levy	8.5	
Liberty	8.5	
Franklin	8.6	
Gilchrist	8.6	
Walton	8.6	
Bradford	8.8	
Colunbia	8.8	
Hardee	8.8	
Flagler	8.9	
Hendry	8.9	
Hernando	8.9	
Pasco	8.9	
Nassau	9.0	
Sumter	9.0	
DeSoto	9.2	
Okeechobee	9.2	
Citrus	9.3	$3,846
Putnam	9.4	
Highlands	9.5	
Marion	9.5	
Gulf	9.6	
Osceola	9.6	
Polk	9.7	
St. Lucie	10.0	
Hillsborough	10.1	
Clay	10.2	
Manatee	10.2	
Santa Rosa	10.2	
Lake	10.3	
St. Johns	10.5	
Martin	10.6	$4,395
Collier	10.7	
Escambia	10.7	
Charlotte	10.8	
Duval	10.8	
Lee	10.8	
Indian River	10.9	
Monroe	10.9	
Seminole	11.0	
Bay	11.1	
Pinellas	11.1	
Palm Beach	11.3	
Alachua	11.5	
Dade	11.5	$4,728
Volusia	11.5	
Sarasota	11.6	
Orange	11.8	
Broward	11.9	
Leon	11.9	
Brevard	12.1	
Okaloosa	12.1	$5,512

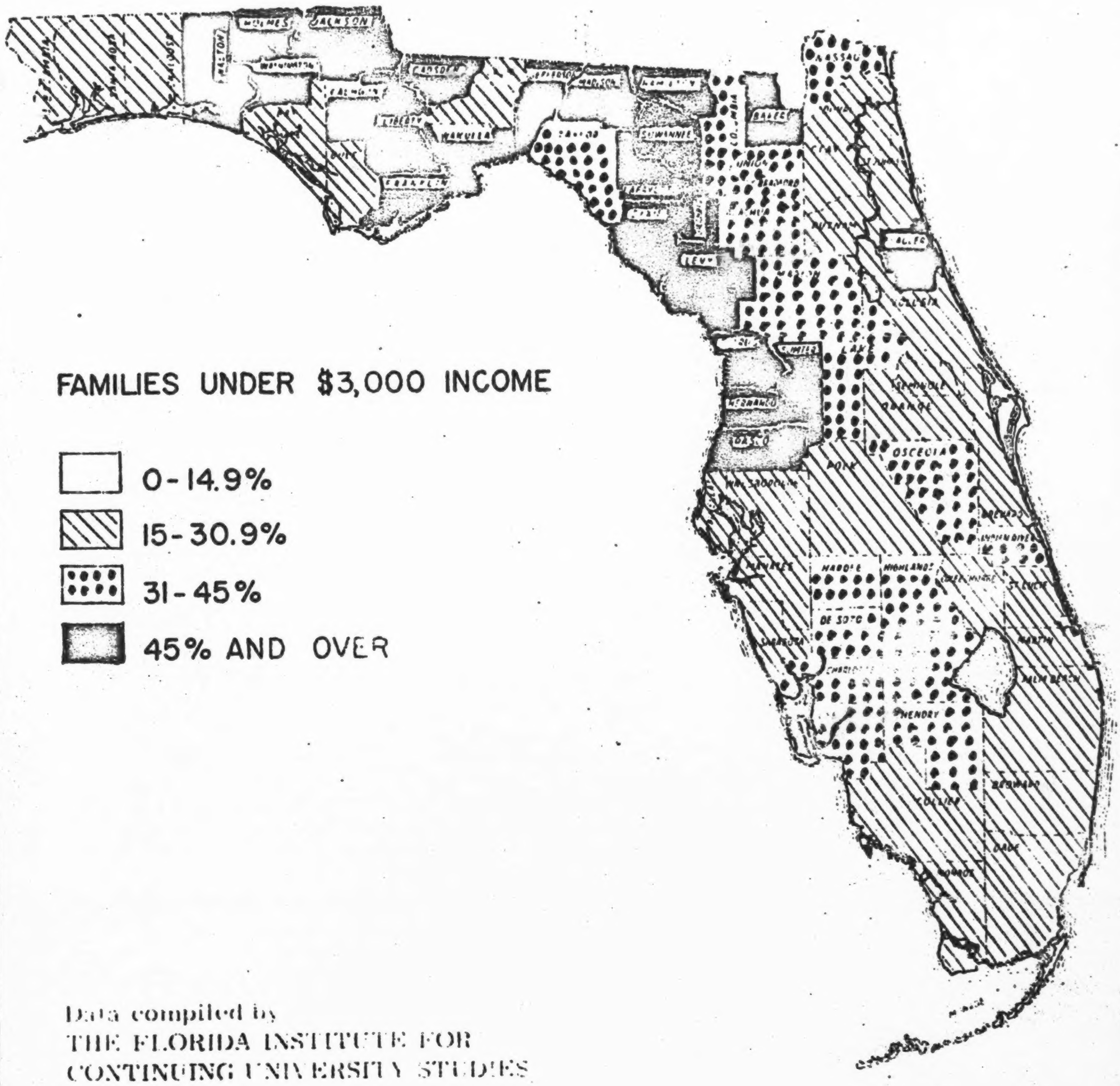
* 1960 U.S. Census

STATE OF FLORIDA

POPULATION CHARACTERISTICS HAVING IMPLICATIONS FOR THE ECONOMIC OPPORTUNITY ACT

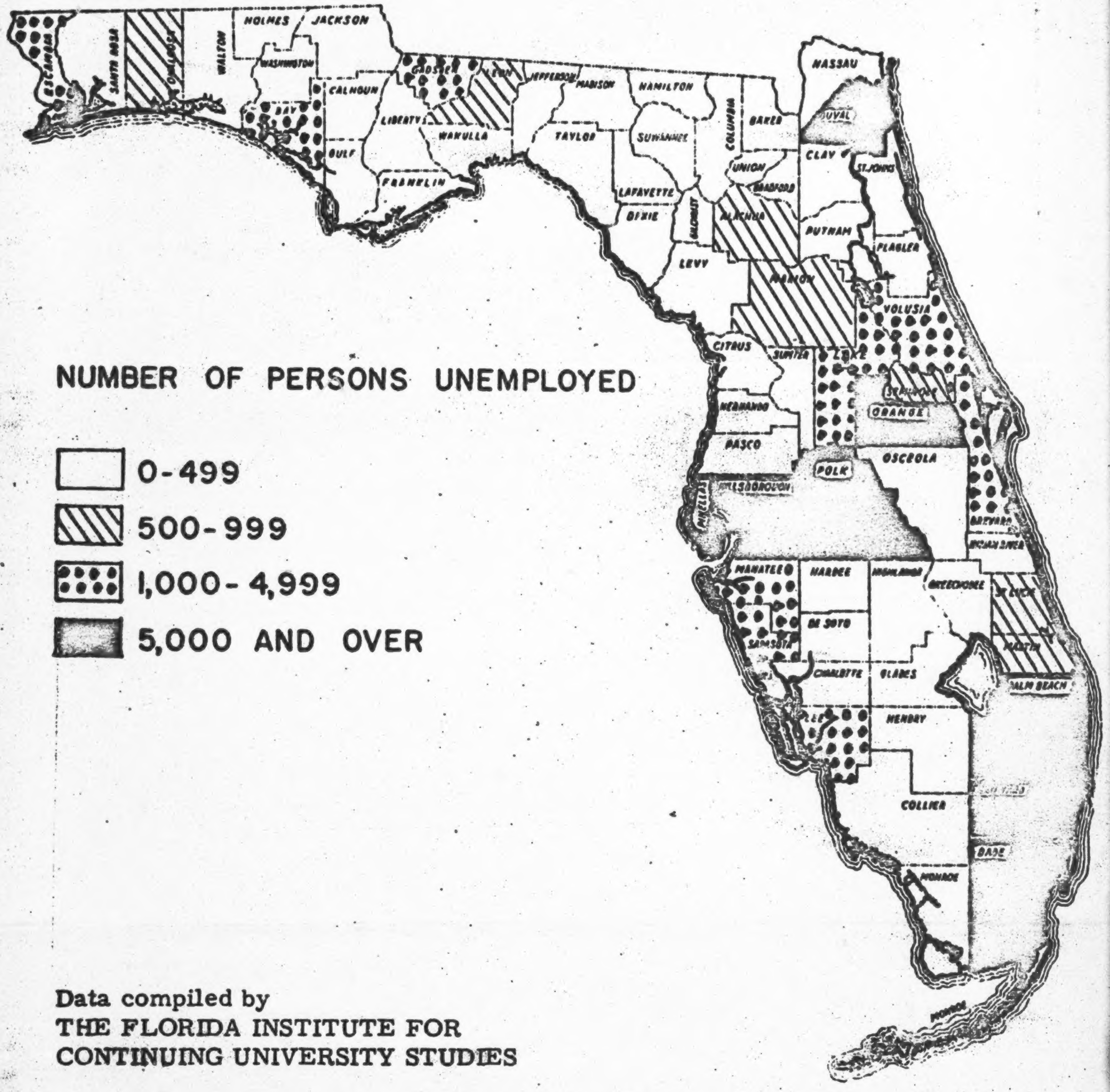
AREA		FAMILY INCOME	UNEMPLOYMENT		WELFARE CASES		EDUCATIONAL LEVEL		
COUNTY	1960 POPULATION	% OF FAMILIES WITH INCOME UNDER $3000/YEAR	NO. OF PERSONS UNEMPLOYED	% WORK FORCE	NO. OF CASES	PER 1,000 POP.	NO. OF PERSONS 25 YEARS AND OVER WITH LESS THAN 5 YEARS EDUCATION	% OF ADULT POP.	MEAN YEA OF EDUCATIO
ALACHUA	75,304	31.4	550	1.7	2,767	36.7	4,746	13.6	10.0
BAKER	7,363	45.9	50	2.6	365	49.6	834	22.9	6.8
BAY	67,131	28.8	1,100	5.7	1,717	25.6	3,254	10.4	9.2
BRADFORD	12,446	37.7	150	5.2	881	70.8	1,002	15.7	8.0
BREVARD	111,435	17.6	1,600	2.5	959	8.6	3,051	5.2	9.8
BROWARD	333,946	24.8	7,600	5.7	3,527	10.6	12,232	6.0	10.5
CALHOUN	7,422	54.9	150	9.7	641	86.4	831	22.2	7.3
CHARLOTTE	12,594	33.2	400	8.8	171	13.6	435	5.0	8.7
CITRUS	9,268	45.8	no figs.	no figs.	391	42.2	551	9.7	8.6
CLAY	19,535	30.6	100	3.1	495	25.3	1,139	11.7	9.6
COLLIER	15,753	29.9	300	4.7	205	13.0	994	11.3	7.8
COLUMBIA	20,077	41.3	250	3.4	1,151	57.3	1,994	19.2	8.2
DADE	935,047	22.8	22,900	5.2	12,311	13.2	42,670	7.5	11.2
DeSOTO	11,683	40.8	250	7.1	318	27.2	810	11.2	8.5
DIXIE	4,479	46.0	0	0	307	68.5	530	24.0	7.2
DUVAL	455,411	22.3	7,500	4.0	12,145	26.7	22,620	9.6	9.8
ESCAMBIA	173,829	23.9	2,400	3.5	6,306	36.3	8,035	9.6	9.0
FLAGLER	4,566	46.2	200	12.5	117	25.6	537	22.1	7.1
FRANKLIN	6,576	56.7	100	4.7	379	57.6	660	17.9	7.4
GADSDEN	41,989	52.5	1,300	11.3	1,547	36.8	6,847	31.1	6.9
GILCHRIST	2,868	60.0	0	0	242	84.4	254	16.4	7.7
GLADES	2,950	39.6	0	0	71	24.1	439	24.2	7.7
GULF	9,937	30.0	250	6.8	432	43.5	823	17.1	7.7
HAMILTON	7,705	56.0	50	3.0	544	70.6	1,197	31.1	5.8
HARDEE	12,370	41.0	100	2.9	471	38.1	948	14.1	8.6
HENDRY	8,119	33.2	100	1.6	264	32.5	792	19.1	8.7
HERNANDO	11,205	45.3	200	5.5	521	46.5	830	13.1	8.7
HIGHLANDS	21,338	37.6	200	2.9	514	24.1	1,451	11.8	9.1
HILLSBOROUGH	397,788	28.4	7,600	4.8	9,080	27.8	23,134	10.3	9.3
HOLMES	10,844	66.4	250	12.2	1,301	120.0	1,266	21.4	6.9
INDIAN RIVER	25,309	32.5	300	3.2	639	25.2	1,297	8.7	8.8
JACKSON	36,208	52.3	450	4.6	2,875	79.4	4,151	23.6	6.9
JEFFERSON	9,543	54.4	50	2.2	788	82.6	1,456	31.1	5.6
LAFAYETTE	2,889	45.6	0	0	222	76.8	269	17.2	7.6
LAKE	57,383	40.2	1,250	6.5	1,211	21.1	3,230	9.4	9.3
LEE	54,539	32.2	1,000	4.2	887	16.3	3,198	-9.8	9.5
LEON	74,225	27.3	600	1.8	2,427	32.7	4,438	12.8	9.7
LEVY	10,364	52.2	50	1.7	878	84.7	1,100	19.4	7.0
LIBERTY	3,138	46.2	50	5.9	272	86.7	350	21.5	7.1
MADISON	14,154	57.1	250	6.2	1,196	84.5	2,096	30.6	6.7
MANATEE	69.168	37.2	1,350	6.6	1,231	17.8	3,271	7.2	9.3
MARION	51,616	42.0	500	2.7	2,843	55.1	4,578	16.3	8.6
MARTIN	16,932	30.7	500	6.8	432	25.5	848	8.2	8.8
MONROE	47,921	24.6	450	3.7	674	14.1	1,849	7.6	10.4
NASSAU	17,189	32.3	250	3.8	651	37.9	1,324	16.0	8.2
OKALOOSA	61,175	22.0	550	3.4	1,451	23.7	1,807	6.5	9.6
OKEECHOBEE	6,424	28.2	100	5.7	231	36.0	410	13.5	8.0
ORANGE	263,538	22.3	4,700	3.9	4,678	17.8	10,149	7.0	10.6
OSCEOLA	19,029	44.1	350	7.5	754	39.6	1,000	8.3	8.9
PALM BEACH	228,106	28.2	5,400	5.0	3,534	15.5	13,043	9.4	9.9
PASCO	36,785	45.3	300	3.7	1,075	29.2	2,455	10.6	8.7
PINELLAS	374,665	31.4	6,700	4.9	5,358	14.3	11,922	4.5	11.3
POLK	195,139	29.2	5,400	6.8	3,960	20.3	13,149	12.3	8.8
PUTNAM	32,212	38.4	400	3.7	1,722	53.5	2,621	15.4	8.4
ST. JOHNS	30,034	35.0	200	2.0	946	31.5	2,109	12.5	8.9
ST. LUCIE	39,294	32.1	550	4.2	1,105	28.1	2,727	12.3	9.0
SANTA ROSA	29,547	30.0	200	2.7	1,363	46.1	1,554	11.8	8.6
SARASOTA	76,895	27.6	1,350	4.3	1,024	13.4	2,996	5.9	11.2
SEMINOLE	54,947	31.9	700	4.9	1,389	25.3	3,098	10.8	8.4
SUMTER	11,869	49.7	200	6.6	739	62.8	1,020	15.8	8.4
SUWANNEE	14,961	54.0	100	2.2	1,079	72.1	1,840	23.2	7.9
TAYLOR	13,168	39.9	150	3.1	757	57.5	1,691	25.8	6.8
UNION	6,043	42.8	50	2.9	332	54.9	750	20.9	6.7
VOLUSIA	125,319	34.7	2,300	4.9	3,503	30.0	5,196	6.4	10.6
WAKULLA	5,257	54.3	0	0	382	72.7	625	23.5	7.1
WALTON	15,576	48.2	200	5.8	1,402	90.0	1,648	19.5	7.8
WASHINGTON	11,249	55.4	100	3.8	1,407	93.1	1,262	21.4	7.2
STATE TOTALS	4,952,788		92,550		115,567		261,433		

Counties of Florida


FAMILIES UNDER $3,000 INCOME
0-14.9%
15-30.9%
31-45%
45% AND OVER
HOLMES
JACKSON
WALTON
WASHINGTON
CALHOUN
LIBERTY
WAKULLA
GULF
FRANKLIN
MADISON
HAMILTON
TAYLOR
SUWANNEE
LEVY
COLUMBIA
BAKER
NASSAU
UNION
BRADFORD
LAKE
VOLUSIA
SEMINOLE
ORANGE
HERNANDO
PASCO
HILLSBOROUGH
POLK
OSCEOLA
BREVARD
INDIAN RIVER
HARDEE
HIGHLANDS
ST. LUCIE
DE SOTO
SARASOTA
CHARLOTTE
MARTIN
PALM BEACH
HENDRY
COLLIER
BROWARD
DADE
MONROE

Data compiled by
THE FLORIDA INSTITUTE FOR
CONTINUING UNIVERSITY STUDIES

Counties of Florida


ESCAMBIA
SANTA ROSA
OKALOOSA
WALTON
HOLMES
JACKSON
WASHINGTON
BAY
CALHOUN
GULF
LIBERTY
FRANKLIN
GADSDEN
LEON
WAKULLA
JEFFERSON
MADISON
TAYLOR
HAMILTON
SUWANNEE
LAFAYETTE
DIXIE
GILCHRIST
COLUMBIA
BAKER
UNION
BRADFORD
NASSAU
DUVAL
CLAY
ST. JOHNS
PUTNAM
FLAGLER
ALACHUA
LEVY
MARION
VOLUSIA
CITRUS
SUMTER
LAKE
SEMINOLE
ORANGE
HERNANDO
PASCO
POLK
OSCEOLA
BREVARD
INDIAN RIVER
PINELLAS
HILLSBOROUGH
MANATEE
HARDEE
HIGHLANDS
OKEECHOBEE
ST. LUCIE
MARTIN
SARASOTA
DE SOTO
CHARLOTTE
GLADES
PALM BEACH
LEE
HENDRY
COLLIER
BROWARD
DADE
MONROE

NUMBER OF PERSONS UNEMPLOYED

☐ 0-499

▨ 500-999

⁘ 1,000-4,999

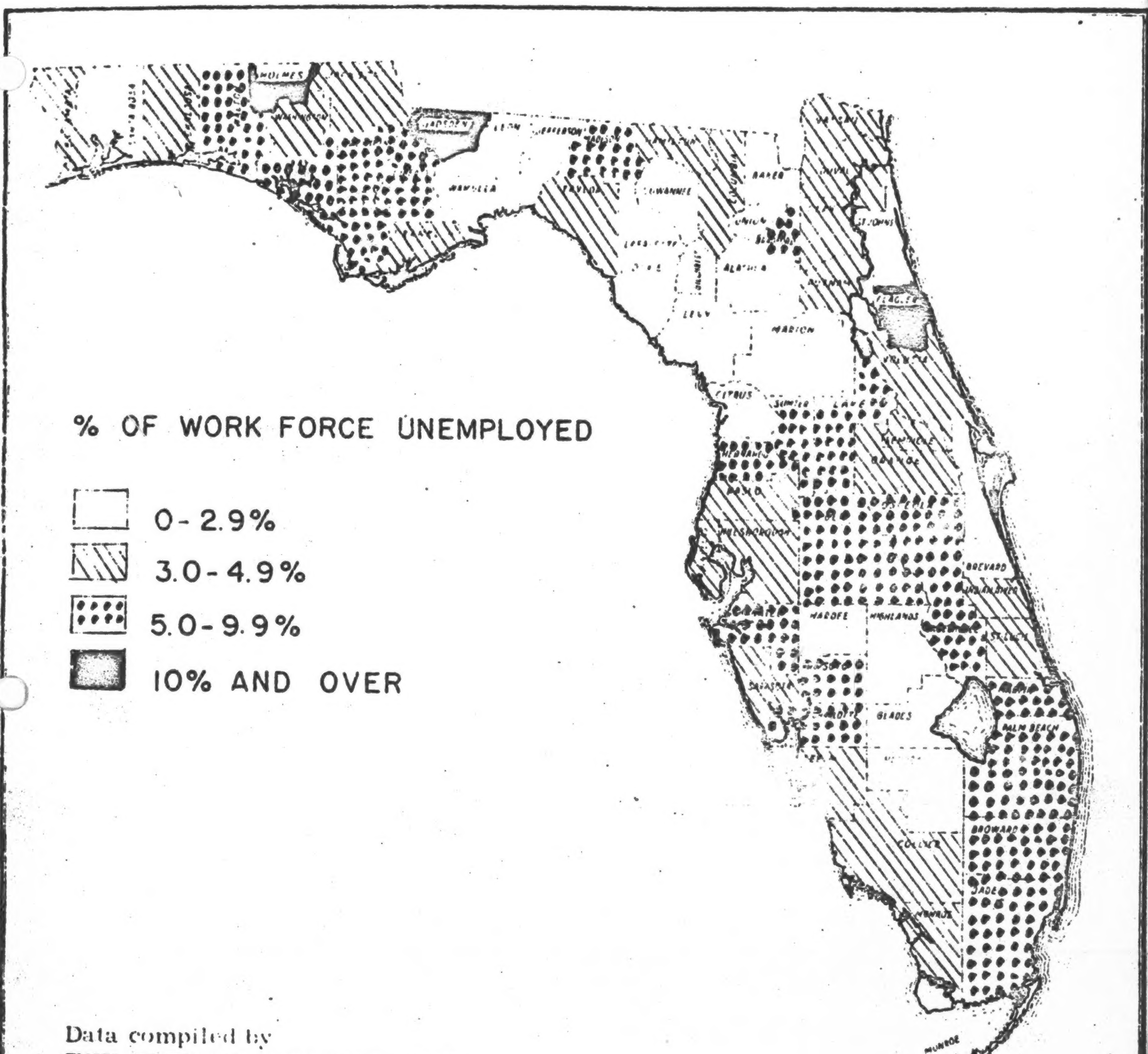
▒ 5,000 AND OVER

Data compiled by
THE FLORIDA INSTITUTE FOR
CONTINUING UNIVERSITY STUDIES

STATE OF FLORIDA
DEPARTMENT OF EDUCATION
TALLAHASSEE

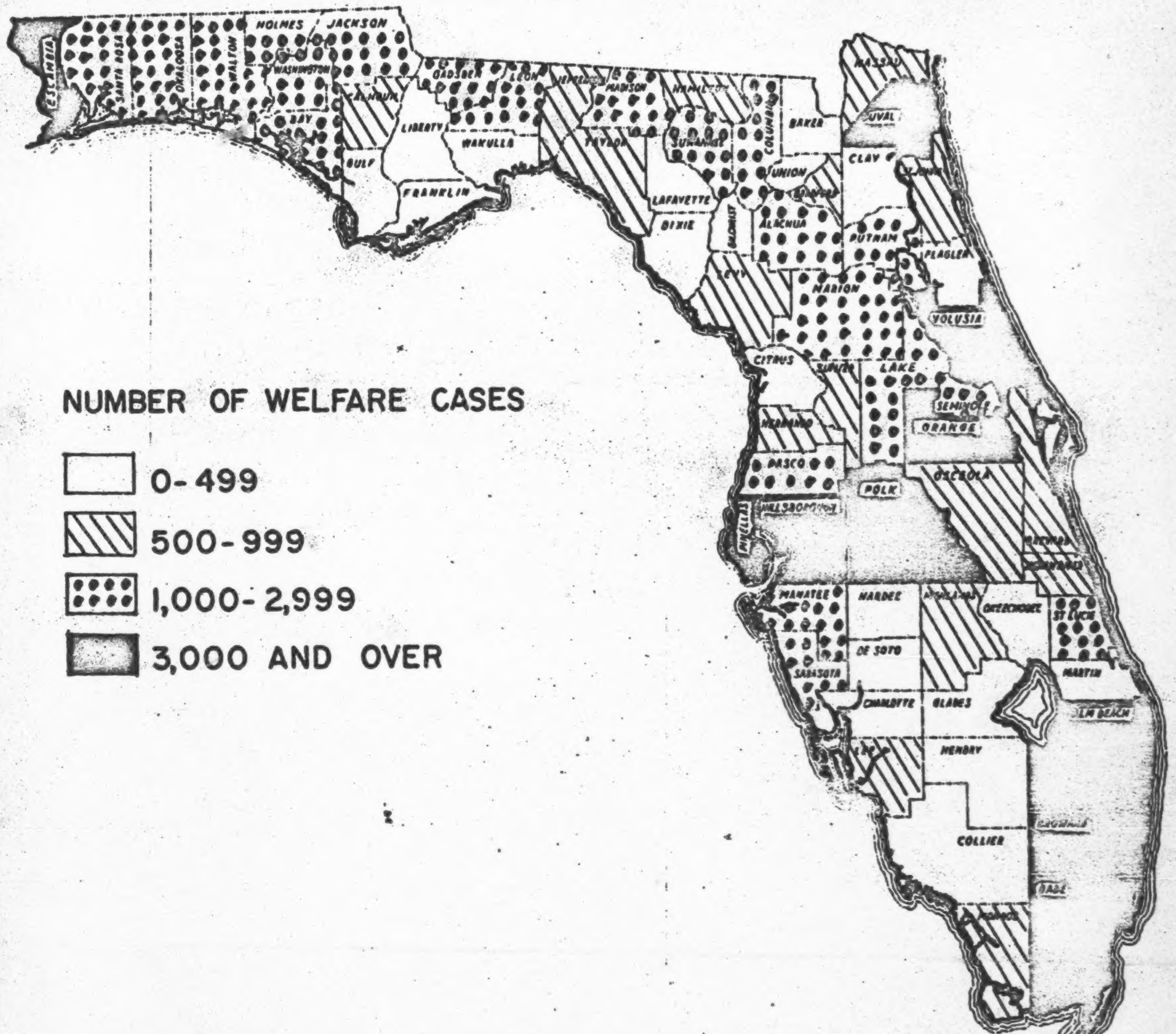
THOMAS D. BAILEY
SUPERINTENDENT

Counties of Florida


% OF WORK FORCE UNEMPLOYED
0-2.9%
3.0-4.9%
5.0-9.9%
10% AND OVER
HOLMES
WASHINGTON
JACKSON
LEON
JEFFERSON
MADISON
WAKULLA
TAYLOR
SUWANNEE
BAKER
NASSAU
DUVAL
UNION
BRADFORD
ST. JOHNS
ALACHUA
LEVY
MARION
FLAGLER
VOLUSIA
CITRUS
SUMTER
LAKE
HERNANDO
PASCO
SEMINOLE
ORANGE
HILLSBOROUGH
BREVARD
INDIAN RIVER
HARDEE
HIGHLANDS
ST. LUCIE
SARASOTA
GLADES
PALM BEACH
COLLIER
BROWARD
DADE
MONROE

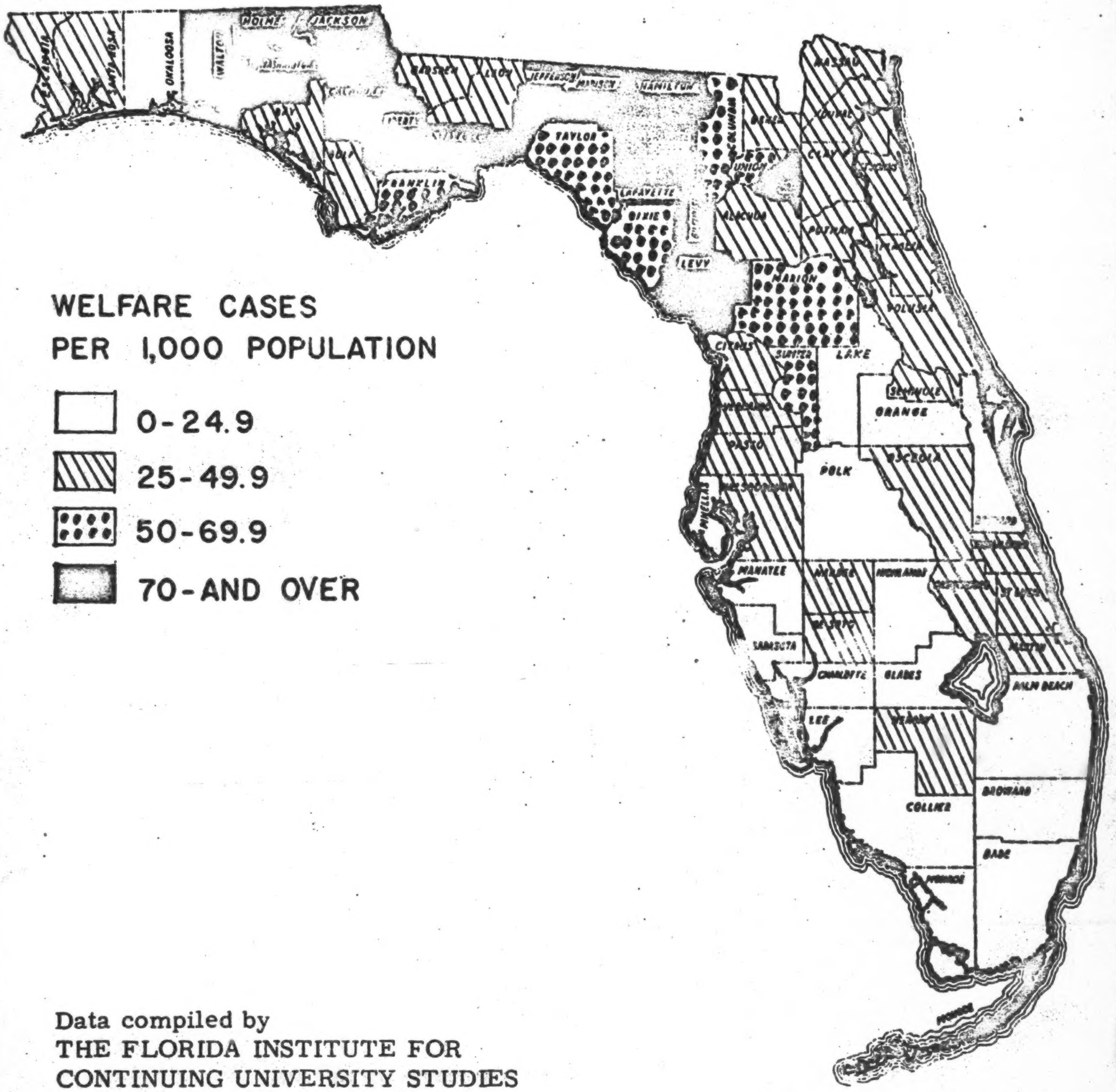
Data compiled by
THE FLORIDA INSTITUTE FOR
CONTINUING UNIVERSITY STUDIES

Counties of Florida


NUMBER OF WELFARE CASES
☐ 0-499
▨ 500-999
● 1,000-2,999
▩ 3,000 AND OVER
ESCAMBIA
SANTA ROSA
OKALOOSA
WALTON
HOLMES
JACKSON
WASHINGTON
BAY
CALHOUN
GADSDEN
LEON
JEFFERSON
MADISON
HAMILTON
COLUMBIA
BAKER
NASSAU
DUVAL
LIBERTY
WAKULLA
GULF
FRANKLIN
TAYLOR
SUWANNEE
UNION
CLAY
ST. JOHNS
BRADFORD
LAFAYETTE
DIXIE
GILCHRIST
ALACHUA
PUTNAM
FLAGLER
LEVY
MARION
VOLUSIA
CITRUS
SUMTER
LAKE
SEMINOLE
ORANGE
HERNANDO
PASCO
POLK
OSCEOLA
HILLSBOROUGH
PINELLAS
BREVARD
INDIAN RIVER
MANATEE
HARDEE
HIGHLANDS
OKEECHOBEE
ST LUCIE
DE SOTO
SARASOTA
MARTIN
CHARLOTTE
GLADES
PALM BEACH
LEE
HENDRY
BROWARD
COLLIER
DADE
MONROE

Data compiled by
THE FLORIDA INSTITUTE FOR
CONTINUING UNIVERSITY STUDIES

Counties of Florida

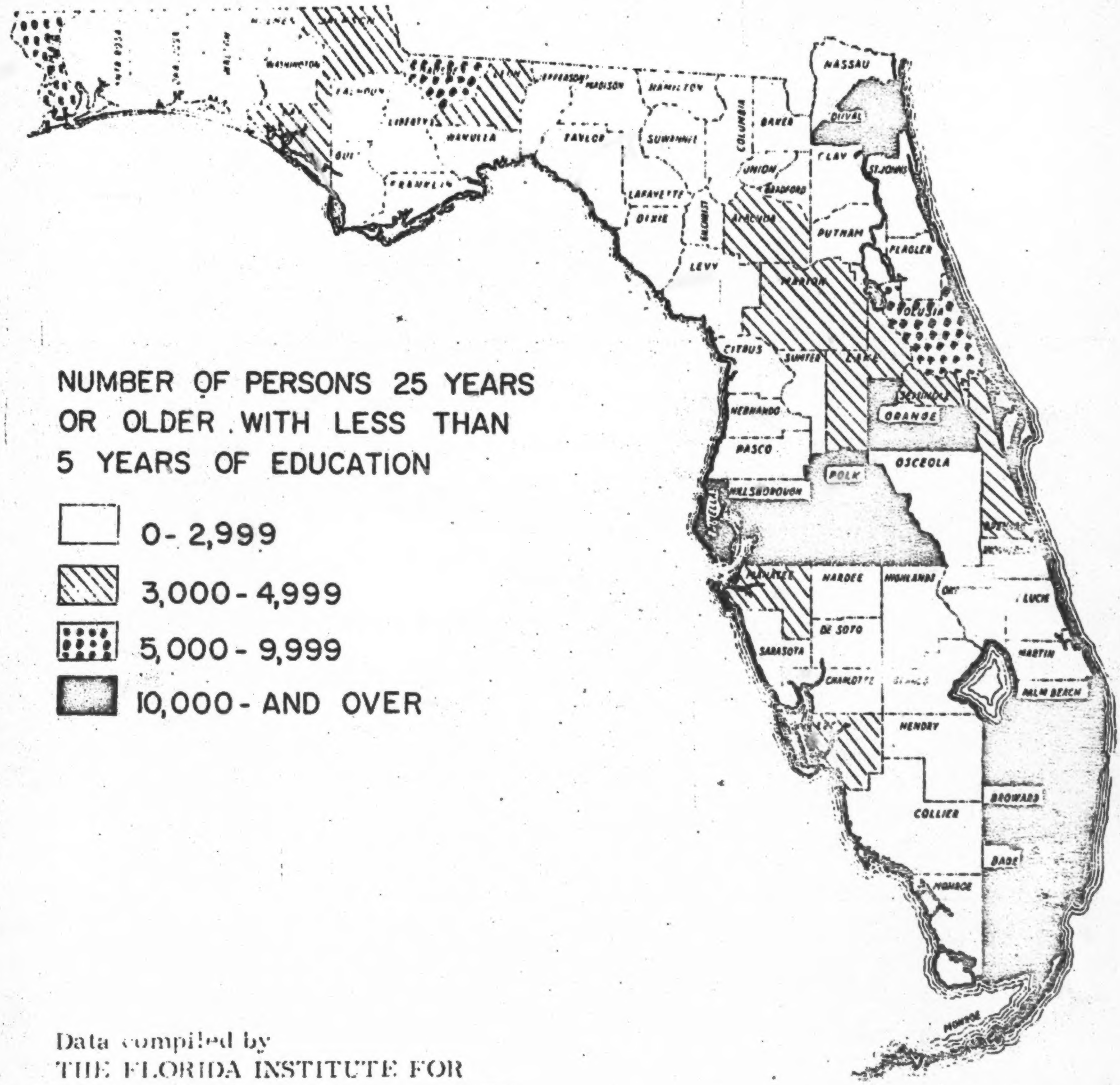

WELFARE CASES
PER 1,000 POPULATION
0-24.9
25-49.9
50-69.9
70-AND OVER
ESCAMBIA
SANTA ROSA
OKALOOSA
WALTON
HOLMES
JACKSON
WASHINGTON
GADSDEN
LEON
JEFFERSON
MADISON
HAMILTON
BAY
GULF
FRANKLIN
TAYLOR
LAFAYETTE
DIXIE
COLUMBIA
BAKER
UNION
NASSAU
DUVAL
CLAY
ALACHUA
PUTNAM
FLAGLER
LEVY
MARION
CITRUS
SUMTER
LAKE
VOLUSIA
SEMINOLE
ORANGE
HERNANDO
PASCO
PINELLAS
HILLSBOROUGH
POLK
OSCEOLA
BREVARD
MANATEE
HARDEE
HIGHLANDS
OKEECHOBEE
ST. LUCIE
DE SOTO
SARASOTA
MARTIN
CHARLOTTE
GLADES
PALM BEACH
LEE
HENDRY
COLLIER
BROWARD
DADE
MONROE

Data compiled by
THE FLORIDA INSTITUTE FOR
CONTINUING UNIVERSITY STUDIES

STATE OF FLORIDA
DEPARTMENT OF EDUCAT
TALLAHASSEE

THOMAS D. BAILEY
SUPERINTENDENT

Counties of Florida



NUMBER OF PERSONS 25 YEARS OR OLDER WITH LESS THAN 5 YEARS OF EDUCATION

☐ 0- 2,999
▨ 3,000-4,999
⁘ 5,000-9,999
▩ 10,000- AND OVER
WASHINGTON
CALHOUN
LIBERTY
WAKULLA
GULF
FRANKLIN
JEFFERSON
MADISON
HAMILTON
TAYLOR
SUWANNEE
COLUMBIA
BAKER
NASSAU
DUVAL
CLAY
ST. JOHNS
UNION
BRADFORD
LAFAYETTE
DIXIE
GILCHRIST
ALACHUA
PUTNAM
FLAGLER
LEVY
MARION
VOLUSIA
CITRUS
SUMTER
LAKE
SEMINOLE
ORANGE
HERNANDO
PASCO
POLK
OSCEOLA
HILLSBOROUGH
MANATEE
HARDEE
HIGHLANDS
ST. LUCIE
DE SOTO
SARASOTA
MARTIN
CHARLOTTE
GLADES
PALM BEACH
HENDRY
BROWARD
COLLIER
DADE
MONROE

Data compiled by
THE FLORIDA INSTITUTE FOR
CONTINUING UNIVERSITY STUDIES

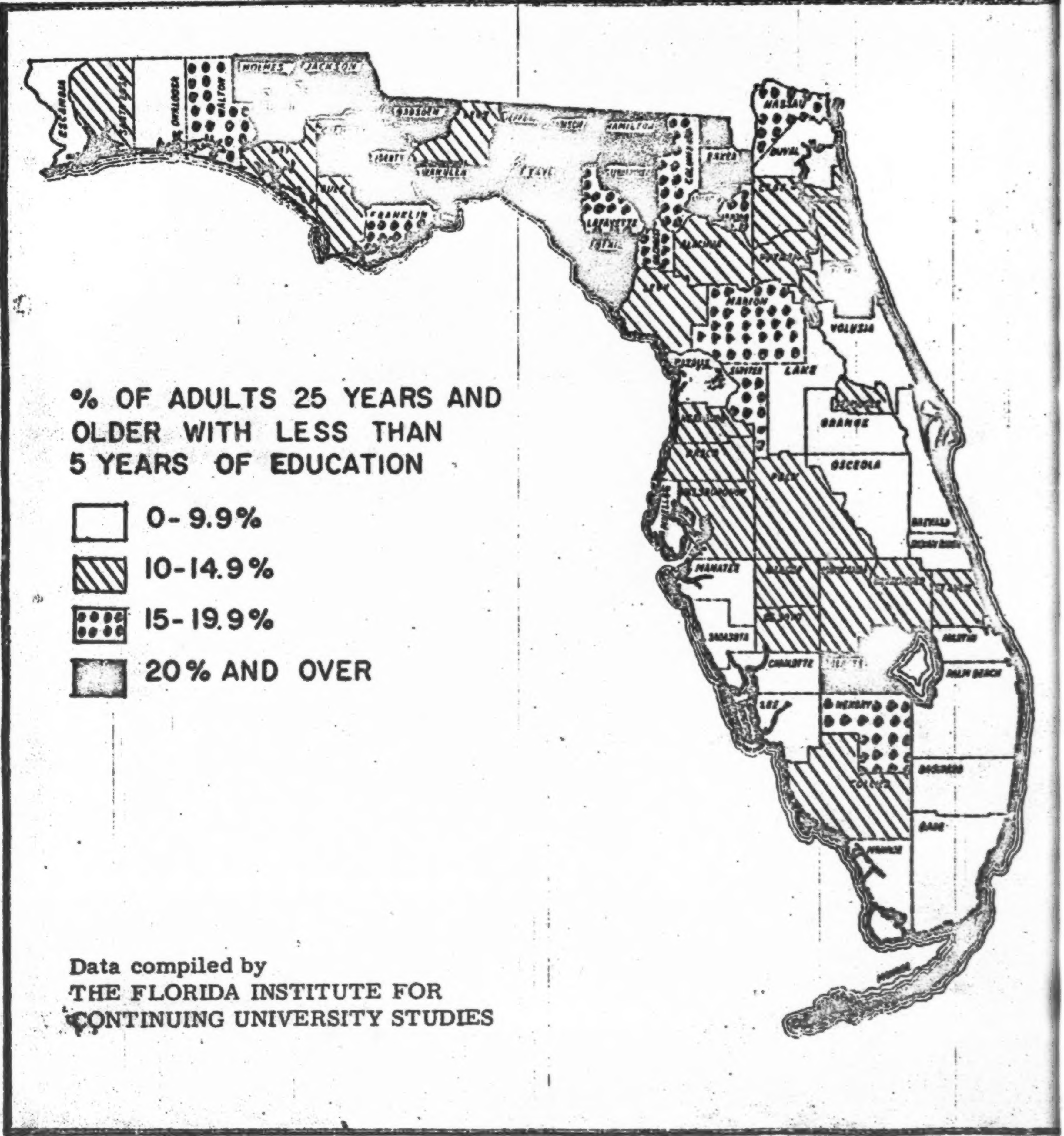
STATE OF FLORIDA

DEPARTMENT OF EDUCATION

TALLAHASSEE

THOMAS D. BAILEY
SUPERINTENDENT

Counties of Florida


% OF ADULTS 25 YEARS AND OLDER WITH LESS THAN 5 YEARS OF EDUCATION
☐ 0-9.9%
▨ 10-14.9%
● 15-19.9%
▒ 20% AND OVER
ESCAMBIA
OKALOOSA
WALTON
HOLMES
JACKSON
LIBERTY
WAKULLA
GULF
FRANKLIN
HAMILTON
BAKER
NASSAU
DUVAL
LAFAYETTE
ALACHUA
LEVY
MARION
VOLUSIA
SUMTER
LAKE
ORANGE
PASCO
POLK
OSCEOLA
HILLSBOROUGH
BREVARD
MANATEE
SARASOTA
CHARLOTTE
MARTIN
PALM BEACH
LEE
HENDRY
COLLIER
BROWARD
DADE
MONROE

Data compiled by
THE FLORIDA INSTITUTE FOR
CONTINUING UNIVERSITY STUDIES

VII. MAJOR COMMUNITY PROBLEM AREAS

In light of the preceding data briefly outlining Florida's history and growth and depicting statistically its current status, the committee feels that the following areas are currently of major concern and that concentration upon these problems and work toward their ultimate solution will be of tremendous benefit to the State and in turn to the nation as a whole.

All of the problems listed with the exception of the Cuban and migrant problems, are statewide problems and will allow programming in all regions of the state. The Cuban problem is primarily restricted to Dade, Broward, Hillsborough and surrounding counties and the migrant problem primarily an east coast, citrus and vegetable belt problem. Nevertheless both of these problem areas have considerable impact on the entire state.

In order to assure non-overlapping of service, the State Coordinator has met and will continue to meet with representatives of the Governor's Office of Economic Opportunity, State Department and University personnel responsible for Federal legislation (including Adult Basic Education, Migrant Education, Project Head Start, Vista, Peace Corps, Elementary and Secondary Act, etc.). Recent meetings have been held in Atlanta, Georgia, under the auspices of The Southern Regional Education Board to implement state planning for non-duplication of efforts under Federal programming and Florida has taken steps (Appendix G) to insure coordination of such efforts. Insomuch as possible attention has been given to paralleling other Federal programs, involved with direct assistance to children and adults, by providing programs needed to train professional and community leadership in the understandings and skills necessary to insure the success of all programs.

Although the subtopics within areas are portrayed as individual problems, the committee is mindful of the fact that each area is interrelated and must be looked at in its relation to the community as a whole.

The following pages will designate those problem areas considered to be the focal point of this plan with some subtopics spelled out in depth and others offered as suggested topics of concern for institutional development.

The major community problem areas to be the focal point of this plan and the approximate budgets for each area are as follows:

	Area	Budget
A.	Human Relations and Minority Groups	$ 30,000.00
B.	Urban-Rural Public Administration	$ 75,000.00
C.	Education for Economic Development and Full Time Employment	$ 10,000.00
D.	Human Resource Development	$ 50,000.00
E.	Education and Community Welfare	$ 40,000.00

Additional funding requests for programs under reallocation of monies will be made at the time approved institutional proposals are forwarded to the United States Office of Education.

A. HUMAN RELATIONS AND MINORITY GROUPS

1. ASSIMILATION OF CUBAN REFUGEES

2. MIGRANT FARM WORKERS

1. ASSIMILATION OF CUBAN REFUGEES

Florida, and more specifically the city of Miami, has for the last six years faced a problem atypical to all other parts of United States -- the influx of Cuban refugees.

Over the past six years Miami has absorbed from 85,000 to 100,000 Cuban refugees without economic collapse or public flareups sparked by inner group tensions. The community has extended its educational, public and private resources in every way, shape and form to cope with this tremendous influx and although having done a remarkable job to date, is still faced with many and varied complex problems. The new, federally arranged influx of 4,000 refugees monthly into Miami International Airport has added an additional burden on an already strained situation. Local leaders have voiced the need for federal support, and many predict economic trouble for the city. The Cuban-Negro relationship is clearly approaching a tension situation in light of our own national problems.

Relocation, a once proposed remedy to the problem, has seemingly been both an inappropriate and ineffective answer to date and Miami continues to be confronted with a multitude of unanswered problems and a continued stream of additional refugees to be housed, schooled, and made economically stable. Possible areas of consideration in approaching the problem are listed in the following statement of objectives:

OBJECTIVES RELATING TO THE CUBAN REFUGEES

1. To assist local agencies and organizations in improving the effectiveness of programs designed to orient the newly arrived refugee to a new culture.

2. To help local groups and the general public understand and appreciate their responsibilities in meeting the challenge of absorbing relatively large numbers of refugees into the total economy.

3. To assist local groups and action agencies in determining the extent of job displacement and hardship that results from the employment of refugees in the Miami area and to devise satisfactory solutions to meet the magnitude of the problem.

4. To devise new mechanisms of communication and joint undertaking which will reduce the tensions on the one hand and increase the positive outcomes on the other when different minority groups are thrown into competitive situations, e.g. the more highly educated refugee vs. the less highly educated American Negro.

5. To prepare the educational leadership required to re-educate the Cuban refugee so that he can become a contributing asset to the mainstream of American society.

6. To develop materials (educational) designed to assist the Cuban refugee in his transition to our way of life.

2. MIGRANT FAM WORKERS

Based upon information supplied by the Farm Labor Service of the Florida Industrial Commission and other sources, it is estimated that there are approximately 59,000 migrant and seasonal agricultural workers employed as farm labor duirng the peak season in Florida. According to Farm Labor Service estimates, about 17,000 of these workers are classified as intrastate, 12,000 interstate, and 30,000 local residents who are employed on a seasonal basis.

The precise number of migrant children enrolled in Florida schools is not available, primarily because membership statistics are not collected in such a way as to identify children who come from migrant families. However, based upon an analysis of membership at the close of each school month in 1964-65 as prepared by the Research Division of the State Department of Education it is estimated that there are approximately 10,000 children from agricultural migratory families enrolled in Florida schools. This figure might be increased by another 5,000 for a total of 15,000 children if the children from seasonally employed agriculture laborers were included.

OBJECTIVES FOR MIGRANT WORKERS

Training offered by institutions of higher learning might include a variety of courses and other services for professional and sub-professional personnel who work with the migrant and his family. Special training opportunities for migrants themselves should also be provided. Using for an example the training of educational personnel, training programs might include the following areas:

1. Psychological, sociological and cultural environment of migrant workers and their children.
2. Remedial education in the basic learning skills.
3. Teaching English as a second language.
4. Pre-school education for migrant children.
5. Developing positive self-concepts.
6. Developing oral language skills.
7. Training of visiting teachers and school social workers.
8. Adapting curricula.
9. Selection and use of appropriate learning materials.
10. Preparation and transmission of pupil records.
11. Adult literacy education.
12. Training in homemaking skills, consumer education, and citizenship training.
13. Adult occupational training.
14. Adult education for citizenship and community leadership.

Institutions of higher learning might also conduct research studies of migrant workers in terms of ranges in intellectual abilities, value systems, motivation for self improvement, family and job aspirations, leisure time behavioral patterns and other factors which need to be understood in order to develop effective educational programs for them and their families.

B. URBAN-RURAL ADMINISTRATION

1. PUBLIC ADMINISTRATION

2. COMMUNITY LEADERSHIP DEVELOPMENT AND EDUCATION FOR PUBLIC RESPONSIBILITY

1. PUBLIC ADMINISTRATION

In light of the aforementioned growth of the State of Florida, county and local governmental units have been faced with almost insurmountable problems in the area of public administration.

One has only to look at the growth pattern of the 15 largest Florida counties during the period 1940-1964 to get some idea of the problem.

		1940	1950	1960	1964
1.	Dade	267,739	495,084	935,047	1,095,000
2.	Duval	210,143	304,029	455,411	510,800
3.	Hillsborough	180,148	249,894	397,788	433,100
4.	Pinellas	91,852	159,249	374,665	419,500
5.	Broward	39,794	83,933	333,946	406,400
6.	Orange	70,074	114,950	263,540	299,200
7.	Palm Beach	79,989	114,688	228,106	274,200
8.	Polk	86,665	123,997	195,139	213,900
9.	Escambia	74,667	112,706	173,829	191,200
10.	Brevard	16,142	23,653	111,435	171,400
11.	Volusia	53,710	74,229	125,319	149,800
12.	Sarasota	16,106	28,827	76,895	92,800
13.	Alachua	38,607	57,026	74,074	87,800
14.	Leon	31,646	51,590	74,225	82,600
15.	Manatee	26,098	34,704	69,168	77,800

The entire area of public administration, encompassing Administration, Bonding, Apportionment, Citizen Relationships, City Council, City Managers, County Government, County Managers, Crime, Education, Emergency

Preparedness, Finance, Fire Protection, Housing, Industrial Development, Intergovernmental Relations, Law Enforcement, Legislation, Community Services, Ordinances, Personnel, Planning and Zoning, Public Health, Crime and Delinquency, Public Safety, Public Works, Purchasing, Recreation, Taxation, Transportation, Urban Renewal, Utilities, Youth programs and other related areas have been deeply affected by the tremendous influx of people.

The problem is further compounded in that Florida, with a native born population of only 31% is also confronted with community participants steeped in many types of governmental organizations experienced in other states of the nation. Considerable work must be done in acclimating Florida's population to the local, county and State governmental systems as it has evolved.

Community development can be greatly impeded by insufficient knowledge and understanding on the part of public officials. There is no area of adult education and re-education more capable of instant progress than short term and long term efforts which introduce public officials to their complex assignments and keep them current.

Dr. Paul Miller recently stated, "If local government is to survive in America beyond a caricature of a bucolic era, a new and easy relationship of public officials to centers of knowledge, for purposes of continuous education, must soon come about."

In attempting to serve the needs of this problem area, the following objectives should be taken into consideration:

OBJECTIVES IN PUBLIC ADMINISTRATION

1. To provide continuing education for career public administrators and elected officials in the areas of:

    (a) business management, finance and control

    (b) applications of computer technology and data retrieval processes to the management of governmental affairs

    (c) human relations

    (d) community change and development

    (e) communication

    (f) personnel management, selection, training and promotion

2. To provide interdisciplinary resources in the behavioral sciences to help local communities identify needs, problems and areas of desirable change.

3. To assist local governments in developing educational or public affairs programs designed to help the public understand major social and economic problems and issues, alternatives for action, and the consequences of their actions or inactivity.

4. To help governmental agencies in a given area (local, state, federal) clarify their respective roles and functions and to devise new and improved avenues for inter-agency cooperation and coordination.

5. To innovate new strategies and modes of operation in relation to expanding urban centers which cut across traditional governmental boundry lines.

6. To provide programs to help various governmental units more accurately anticipate the direction of change and more effectively control such change.

2. COMMUNITY LEADERSHIP DEVELOPMENT AND EDUCATION FOR PUBLIC RESPONSIBILITY

Florida, along with every other state in the nation, is faced with the extremely important task of educating the general population in light of our position in world responsibility, internal social revolution, utilization of natural resources, community life and planning, automation and its inherent problems, the utilization of leisure time, unemployment, community services, crime, health, safety, and the many ensuing problems of a rapidly changing, urban society.

Never before in the history of the United States have we had greater need for an enlightened and active citizenry capable of making decisions based upon a critical examination of factual information rather than upon half truths and emotional consideration.

The individual, as a citizen, is endowed by our society with a burden of choice which cannot be delegated.

The free society carries with it the right and the duty, the privilege and the responsibility of self-government. Universities and junior colleges can assist adults in wise decision making. Study and discussion of vital issues must be initiated; the results of political illiteracy and inactivity must be clearly pointed out; and the foundations must be laid for the understanding of civic responsibilities.

Universities and junior colleges have a responsibility to teach existing and potential leaders our democratic heritage, to teach them to cope with questions and problems of value, ethics, the relationships of inter-governmental units at all levels, the goals of men and government, the problems of the displaced worker, employee-employer attitudes, the national income and employment, unemployment and its resultant loss of manpower utilization, and the complex relationships between labor unions and management.

Citizens and public leaders, if they are to be imaginative and wise, must be purposefully educated for their responsibilities. Our political, economic, social, and cultural leaders in times past gained valuable experiences. But this is an uncertain and laborious method, too slow and dangerous for 20th Century pressures. Our changing social conditions, our increasingly mobile and interdependent society, and the impact of nuclear energy demand that a part of the resources of the university be devoted to planned programs for men and women preparing for or participating in positions of public responsibility.

Following are examples of educational objectives that colleges and universities might work toward in fulfilling their role and responsibilities in the areas of community leadership and education for public responsibility.

OBJECTIVES FOR LEADERSHIP DEVELOPMENT AND EDUCATION FOR PUBLIC RESPONSIBILITY

In view of the factors and forces identified in the foregoing section, institutions of higher learning should develop programs and draw upon their resources so that:

1. Community leadership potential can be identified and developed.
2. Community members are provided an opportunity to develop and practice the dynamic skills of democratic leadership and group decision making through a variety of activities, such as: community development projects, public forums and debates, organized neighborhood or community study groups, residential conferences and workshops focusing on community needs, problems, plans, and action, etc.

3. People (especially the undereducated) have the opportunity to learn to appreciate, and participate in the channels of political expression that are open to them.

4. Community residents can develop a sense of responsibility for public affairs on a local, regional, national, and international basis.

5. People are afforded an opportunity to:

   (a) Improve their communication skills.

   (b) Improve their reasoning abilities and sharpen their powers of critical analysis in respect to controversial matters.

   (c) Experience success in the achievement of worthy goals through self-help projects.

   (d) Deepen their understanding of the powerful forces giving rise to social, economic, political and cultural change.

   (e) Acquire information and develop the skills necessary to identify their own needs, analyze their own problems, and apply the scientific approach to the solution of same.

   (f) Participate in decisions relating to public affairs.

6. Relevant disciplines and fields of study (such as political science, sociology, education, and criminology or public health, etc.) can be brought to bear, through consultative services, research, publications, field studies and demonstration projects on vital community problems and needs.

7. Community problems and needs can be viewed as opportunities for developing programs leading to the growth of the individual citizen and improvement of the community.

C. EDUCATION FOR ECONOMIC DEVELOPMENT AND FULL TIME EMPLOYMENT

1. CONTINUING EDUCATION AND TRAINING FOR THE PROFESSIONAL, TECHNOLOGICAL AND SERVICE FIELDS

1. CONTINUING EDUCATION AND TRAINING FOR THE PROFESSIONAL, TECHNOLOGICAL AND SERVICE FIELDS

Much of the following information and projections have been taken from the 1960 Role and Scope Study Project of the University System of ~~Florida,~~ edited by Charles M. Drake and Charles N. Millican.

An attempt was made in this study to consider all the major factors that are now influencing and that will be influential in the future in determining Florida's need and supply of college graduates. Influences such as population growth, both from fertility and net migration, increased industrialization, decreased employment in agricultural production, tourism, expanded labor force, and increased incomes, were only a few of the many factors discussed. Through a combination of research into Florida's past, appraisal of the present, and a consideration of the factors that will influence the future, a number of projections were made concerning Florida and its needs in 1970.

With a continuation of a period of unprecedented growth in the 1960's, Florida's needs for education and for educated professional employees will be tremendous. As the educational level of the population continues to rise, the demand for more and better education will result. Similarly, as the educational level rises, a more sophisticated, better educated business environment will be demanded.

As increased educational and cultural opportunities are provided, additional industry will be attracted into the State. An increase in industry will increase employment, income, and demands for more professional services. Higher quantity and quality of professional services will attract an ever increasing number of both tourists and immigrants into the State, further accelerating the population explosion and increasing the demand for professional and other services of all kinds.

The challenge in some individual professional categories looks almost insurmountable. The total challenge is a formidable one. A summary of the projections of need and supply of college graduates in various professional and college major areas, is presented in the Table in this section.

The 1960 study clearly demonstrates the need for a substantially larger number of professional personnel in the State of Florida in the years that lie ahead. Along with the evidence presented by the 1960 study, certain other factors have come into consideration in light of recent developments in the State.

The institutions of higher education in the State of Florida are faced with a unique problem in light of the space age industry which has located within and continues to migrate to the State. Many engineers with degrees in their chosen profession have found themselves confronted with managerial positions and a need for additional education and training in the area of business management. This demand, along with the already high need for training in the area of business administration in the State of Florida has posed considerable problems for those institutions qualified to offer degree programs in the area of business administration. Perhaps even more urgent is the need for engineers themselves to keep abreast of the rapidly changing concepts and technologies in their respective areas of practice.

It has also become apparent to those involved in higher education that all professional and service personnel are confronted with an increasingly greater demand for updating and inservice training in the various professional, service and technological areas. This is probably best portrayed in terms of the half-life measurements currently being assigned to professional areas. What is meant by this terminology is that a professional engineering graduate of today has a half-life of approximately three to five years, meaning that 50% of what he has learned will be outdated in three to five years and the 50% that he needs to know in this area has as yet to be discovered or assimilated into present curriculum practices. The same measurement concept can be applied in all professions as they now stand. Apparently the situation will become even more critical as our fund of accumulated knowledge continues to increase in geometric proportions.

Florida, with the deficits in professional personnel as noted in the opening statements of this section and confronted with the need for an ever increasing program of updating and continuing education for professional and technical personnel, is faced with a major educational task in the years ahead.

OBJECTIVES FOR CONTINUING EDUCATION AND TRAINING FOR THE PROFESSIONAL, TECHNOLOGICAL, AND SERVICE FIELDS

Programming to provide training and continuing education for the professional, technological and service fields should enable colleges and universities to:

1. Obtain information through systematic and periodic surveilance of business, governmental, societal, and individual human needs--to changing demands for new or expanded professional and technical and other services.
2. Carry on continuous programs of field studies and liaisons that will provide researchers in areas such as medicine, administrative science, the social sciences, and the physical sciences with relevant information regarding basic research needs and significant questions which need to be answered.

3. Develop new systems and technologies for the rapid and efficient systhesis and communication of new knowledge so that it can be effectively assimilated by the professional and become a part of his expertise.

4. Develop programs through evening clesses, extension programs, and through the facilities of closed circuit television to enable capable and qualified adults to develop technological understanding and professional competence through the pursuit of college degrees on a part-time basis.

5. Design in-service and continuing education programs which provide for continuity in the growth of the individual and which are designed on the basis of both immediate and long-term educational goals.

6. Assist specific groups, organizations or communities in working with the professions and technologies so that a variety of professional services can be interrelated for a maximum impact on significant problems which transect professional lines and technological fields.

7. Develop programs which will enable the highly (although perhaps narrowly) trained professional or technologist to further his general and liberal education so that he can enrich his life, play an active role in public affairs, and gain appreciation for the unique role of his occupation as it relates to the complexities of our total society.

8. Provide educational programming assistance to professional societies and technological associations to enhance the educative impact of the in-service training programs with which they are concerned.

9. Provide to the professions, through short courses, conferences and seminar-type programs, the latest developments in terms of knowledge, theory, and practice to professional groups.

10. Develop special programs to improve the educational practices of college instructors, extension specialists, training directors and others

who are responsible for developing and providing continuing education and re-training programs for technicians and professional workers.

11. Develop programs designed to aid in the training of personnel employed in the many services accompanying the growth in professional and technological positions.

TABLE

SUMMARY OF DEMAND AND SUPPLY CALCULATIONS[a]

Professional Classification	Base Year[b]	(1) Projected Need-1970	(2) 1970 to Replace Losses from Death and Retirement	(3) 1970 to Replace Losses & Meet Growth Needs	(4) Number in Profession Base Year	(5) Total Need by 1970 (3-4)	(6) Projected Supply	(7) Projected Deficit or Surplus 1970 (5-6)
Architects	1959							
Proj. I		1,430	290	1,720	840	880	363	517
Proj. II		1,550	300	1,850	840	1,010	363	647
Attorneys	1960							
Proj. I		11,760	2,420	14,180	7,886	6,294	2,410	3,884
Proj. II		12,700	2,510	15,210	7,886	7,324	2,410	4,914
Business Administration[d]								
Dentists	1960							
Proj. I		4,100	800	4,900	2,357	2,543	0	2,543
Proj. II		4,430	840	5,770	2,357	2,913	0	2,913
Pharmacists								
Proj. I		4,580	1,220	5,800	3,000	2,800	690	2,110
Proj. II		4,940	1,260	6,200	3,000	3,200	690	2,510
Physicians								
Proj. I		7,460	1,720	9,180	5,376	3,804	820	2,984
Proj. II		8,050	1,780	9,830	5,376	4,454	820	3,634
Engineers	1958	31,410	5,790	37,200	11,168	26,032	6,504	19,528
Scientists	1958	10,620	1,400	12,020	2,665	9,355	8,016	1,339
Education								
Elem. & Sec.								
Proj. I		59,970	46,050[e]	106,020	41,085	64,935	23,060	41,875
Proj. II		68,360	48,480[e]	116,840	41,085	75,755	23,060	52,695
State Universities		4,730	1,620[e]	6,350	1,717	4,633	------[f]	------[f]
Junior Colleges		3,240	960[e]	4,200	860	3,340	------[f]	------[f]
Private Colleges		1,640	800[e]	2,440	1,126	1,314	------[f]	------[f]

[a] Includes duplication in all categories in that the supply and needs for teachers are included both in education and professional classification.

[b] 1960 used as base year when data were available for that year concerning number in the profession.

[d] Neither current nor future need and supply data concerning Business Administration graduates could be determined, but current business trends indicate that the present supply is inadequate and that the state will be able to effectively utilize all the Business Administration graduates it can produce in the future.

[e] Total needed to replace all losses.

[f] Absence of accurate data concerning specific objectives of post graduate students prohibited projections.

D. HUMAN RESOURCE DEVELOPMENT

1. HUMAN AND FAMILY DEVELOPMENT
2. PROBLEMS OF THE AGING
3. CONTINUING EDUCATION FOR WOMEN
4. ADULT LITERACY PROGRAMS

1. HUMAN AND FAMILY DEVELOPMENT

Modern advances in technology and the rapidly changing economy have had a strong impact on family living. Attitudes within the family have changed. The family life and child rearing practices of the past have been rejected and there are no clear guidelines for the present or future. Parents need help in learning to make decisions, and in establishing more meaningful principles, ideas and values for themselves and their children.

Today's families fac subtle functions in terms of the personality development of their members through affectional security, continuity of guidance and cultural interpretation. These new functions are bafflingly complex and bewilderingly intangible.

The family has the primary function of molding personality. The pattern is set for forming habits, ideas, beliefs, values and above all, emotional reactions and persistent feelings. Each child learns to live within his particular family in his or her own individual way.

Families are the primary agents for basic mental health. The family can best protect and conserve the mental health of individuals through its quality of interpersonal relationships, the provision of reassurance and comfort, the releases and encouragement that each person needs to keep striving for fulfillment. Love itself, the primary necessity for mental health, has its beginning in the intimate everyday warmth that husbands and wives, and parents and children generate in interaction with each other.

The world has changed faster than have our habits and attitudes that determine our effectiveness in it. Contacts with the outside world at a much earlier age have made youth seek independence when they are less than prepared for responsible independence.

The breakdown in adult morals and lack of clearly defined values have taken a terrific toll among adults and youth alike. The resulting behavior is seen in the lack of high sense of integrity in almost every phase of life.

Most parents now have more money and higher standards of living than ever before. They see to it that their children have more in the way of material possessions than they themselves did when they were children. Parents want to give and do more for their children, consequently they fail to give them as mush responsibility as they need. Surveys show that youth are not prepared to accept responsibilities or make wise decisions. For young people, the choices are many and confusing. Out of the variety of opportunities open to youth come the problems of wise choices of where to go, what to do, and what to be. Parents, as well as all adults, need to better understand the needs of youth and become more skillful in providing mature guidance through each of the developmental stages of childhood and adolescence.

Pressures in our society push young people toward marriage in an early age. Teenage marriage is a concern in every state and county. There is also a concern over the increase in the number of unwed teenage mothers. One-half of all women are married by their 20th birthday. Many of the couples are totally unprepared for the responsibilities they must assume. Young couples need help in establishing values and goals for themselves and to become aware of sources to which they can go for help.

There are more women working. In Florida 34.7 per cent of females 14 years old and over are in the labor force. The median age of all unemployed females in 1960 was 40. The median age of single women workers was 24, while 41 was the age for those married.

It is predicted by 1970 the national labor force will include about 55 per cent of all women in the 45 to 54 age group and about 43 per cent of the 55 to 64 age group. A greater number of married women in their forties and fifties work than at any other time in their marriage. The trend is for more older women to go back into the labor force. They need help in brushing up on their skills and/or developing new skills.

There is a great concern for the waste of human talent which follows in the wake of high school dropouts. More than one-third of the nations's young people today do not complete high school. A study conducted by the United States Office of Education, indicates for the country as a whole that youth in non-farm rural areas drop out of school at a higher rate than do urban youth.

Another educational concern of the family is how to meet the interest of older people in adult education. Extension programs, as well as other adult education groups will be much in demand in both rural and urban areas. Means for participating in continuing education must be available to every adult at whatever point he or she broke away from formal schooling.

OBJECTIVES OF HUMAN AND FAMILY DEVELOPMENT

Institutions of higher education should develop programs to:

1. Assist families in becoming aware of their own values and goals and to develop more principles, ideals and values on which all human behavior and relations can be based.
2. Train adults to better understand the needs of youth and become more skillful in providing guidance to youth in better understanding themselves and why they behave as they do.

3. Provide training for adults and youth in developing managerial and decision making skills.

4. Provide training for families in preparation for financial and emotional security in later years.

5. Alleviate the school dropout problem and reach and train youth who have dropped out.

6. Provide training through adult educational programs for every adult to acquire or to continue his education from whatever point he dropped out of school.

2. THE AGING SEGMENTS OF OUR SOCIETY

There is probably no aspect of the changing society in the State of Florida which has greater relevance for the resources of the institutions of higher learning than those problems arising out of the aging segments of the population. This fact is reflected in the amount of discussion devoted to the problem by representatives from many of the major institutions and agencies which have a primary responsibility for providing services and assistance to the increasing number of older persons migrating into the Florida areas.

The number of persons 65 or older in the State of Florida has shown the following pattern from 1950 to the present:

	1950	1960	1965
Persons 65 or older	389,800	559,900	684,600*
% of total population	8.57	11.17	12.0*

*approximation

The following are assumptions which underlie proposed activities in this area:

1. Migration of older persons into South Florida will occur with increasing rapidity.
2. Educational institutions and other similar agencies will continue to play increasingly significant roles in developing programs to enable the aged to find new meanings and purposes to make the later years fulfilling and meaningful ones.
3. Knowledge about the aging process itself and the psychological, sociological, and cultural aspects of this process is seriously inadequate.

4. At present it is exceedingly difficult to obtain the information necessary to design effective and useful educational programs for the aging segments of our society.

5. There are elements among the aging segments of our society, that is, skills, competencies, interests and abilities, which should be brought into the experience of society generally.

6. Under proper conditions, the aged are teachable and although declining in physical speed and strength, they retain the characteristics of understanding, maturity, accumulated knowledge and wisdom complementary to continued learning.

7. Unless the aged are provided with educational opportunities in relationship to their needs and characteristics, they can and will become a great mental health problem.

It is anticipated that the programming, research and services provided in coping with the problem could accomplish the following objectives:

OBJECTIVES FOR THE AGING

1. To provide educational programs and counseling services to help the aging population learn where and how to obtain needed services that are available to them.

2. To provide opportunities that will enhance the use of educational and leadership competencies that exist among retired persons.

3. To stimulate projects and develop training programs that will enable the retired worker to carry on productive work on a semi-retirement basis when he so desires.

4. To provide an opportunity for the aging to enrich their lives through the acquisition of new interests, knowledge, and appreciations.

5. To collaborate with employing agencies and community organizations in developing educational programs for the pre-retirement years which will enhance the transition from the world of work to part-time retirement and full retirement.

6. To stimulate and conduct research into the gerontological, social, and psychological aspects of aging and to provide knowledge about these aspects of aging to those segments of society that are especially geared to serve this age group.

7. To disseminate knowledge and information to sensitize the general public to the situations and problems of aging and bring about a greater appreciation for the establishment of educational programs for this segment of the population.

8. To provide in-service education and mechanisms of cooperation and coordination for professionals who serve the aging, e.g. nursing homes, social workers, community centers, retirement villages, etc.

9. To provide educational programs designed to help the aging cope with economic problems which results from adjusting their living to a reduced income. These programs would include consumer education and intelligent purchase of services available to the aging.

10. To develop informal educational programs concerned with health and safety problems of the aging.

3. CONTINUING EDUCATION FOR WOMEN

The role of women in today's rapidly changing world has been altered drastically. In light of a longer life span, a decrease in infant mortality, smaller families and technological changes in the home, women have been presented with additional segments of time which could well be devoted to continuing education activities. The quest of today's women for intellectual fulfillment and to find avenues for expression, during a large part of their lives, is becoming one of the most important needs of the time.

Certianly today's highly complex society and that of the future will be called upon to eliminate the waste of human resources now prevalent in our female population. The acceptance of women in professions will certainly be a necessity in light of our resources.

The change in this life pattern of women and the inherent adjustment problems on the part of our institutions and our society are problems that must be faced at an early date. Business and industry as well as our institutions of higher education and professional societies could well form a partnership in the exploration and implementation of sound mechanisms to provide the programming necessary in this area.

More industries, including home industries, are needed to provide work for women, including young homemakers, older retired women, and women in families with limited income.

OBJECTIVES RELATING TO THE CONTINUING EDUCATION FOR WOMEN:

Erwin R. Steinbert has recently cited four major problems raised by the new life pattern for women that will affect the colleges that train them, the institutions, agencies and industries that employ them, as well as the women themselves. These problems which can also be viewed as educational objectives appropriate to institutions of higher education are:

"1. Appraising the female undergraduate of what her future will probably be like and helping her to make plans for it.
2. Making special provision for the continuind education of women college graduates through part-time study on campus and at home during 'the family years.'
3. Counseling and training for the mature woman who, after raising her family, wants to return to part-time, full-time, paid or volunteer employment or in other ways fill a creative role, and
4. Gaining society's acceptance of the part-time employment of women with family responsibilities whose skills are needed by our country."

One could add to Dr. Steinbert's list the need for:

5. Providing services that will make women aware of the opportunities available to them in the professions, volunteer service, etc.
6. Providing educational experiences designed to create an attitudenal acceptance of the new role of women as it concerns fields formerly designated for "men only".
7. Making available similar services to the female college dropout who for many varied reasons failed to finish her degree work, and
8. Identification of and counseling of those mature women who have the ability to perform service regardless of previous educational training.
9. Provide an opportunity for women to enrich their lives through the acquisition of new interests, knowledge and appreciation, particularly in the cultural arts.
10. Provide educational programs to help women (and other family members) be more intelligent consumers in today's economic world.

11. Provide educational programs to help women develop homemaking skills in such problem areas as feeding the family; clothing the family; housing, including furnishings and equipment.

12. Provide educational programs to help women gain understanding in human growth and development, including caring for and rearing children, and human and family relationships.

13. Provide educational programs to help women prepare for vocation through vocational training.

14. Provide educational programs for parents to help them see the importance of education beyond high school for girls in family.

15. Develop home industries that use available resources to supplement present income.

16. Teach skills, techniques and regulations necessary to produce and market quality products.

17. Provide information about and assitance with establishing, financing and managing a small business.

18. Develop additional and improved markets and marketing facilities for selling home products.

19. Provide training in use of management principles in production, distribution, and marketing of products.

20. Teach consumer preferences and how they influence the market.

4. ADULT LITERACY PROGRAMS

Illiteracy and poverty are irrevocably tied together in today's highly complex society, and Florida has more than its share of both.

The 1960 U. S. Census revealed that there were 261,433 adults, 25 years of age and over, in Florida who had less than five years of formal schooling, and there were 368,084 families with a total income of less than $3,000. The accompanying map* reveals that those counties with high illiteracy rates and low family income are also among the State's highest in the number of welfare recipients per 1,000 population.

The distribution of the more than a quarter-million illiterate adults in Florida is not confined to any particular part of the State, nor is it confined predominantly to one race.

49% of these functional illiterates (less than 5th grade education) are white and 51% are non-white.

48 counties have more than 10% of their adult citizens in this category.

30 counties have more than 15%.

6 counties have more than 25%.

Only one county has less than 5% of its adult population 25 years of age or older in this category, and even in this couty there are 11,922 adults who are functionally illiterate.

Illiteracy is a city problem--nearly 150,000 of Florida's functional illiterates reside in the eight populous counties of Broward, Dade, Duval, Hillsborough, Orange, Palm Beach, Pinellas and Polk.

Illiteracy is a rural problem--more than 15 per cent of the adult population in 30 of Florida's rural counties have less than five years of formal schooling.

---

* Appendix

Of the 2,845,445 adults 25 years of age or older in Florida:

261,443 (9.2%) have less than 5 years of schooling

1,066,616 (37.5%) have not gone beyond the eighth grade

1,634,487 (57.4%) have not completed high school

1,210,958 (42.6%) have four years of high school or more

Although Florida ranks slightly higher than the national average in median school years completed, 10.9 years as compared to 10.6 nationally, it exceeds the national average in the percentage of functional illiterates which it has in its population. In 1960 there were 9.2 per cent of Florida's adults with less than a fifth grade education, as compared to a figure of 8.3 per cent nationally.

Florida ranks less well nationally in economic achievement than it does in terms of educational levels. In Florida 28.4 per cent of the family units have less than $3,000 in annual income, as compared to 21.4 per cent for the nation as a whole. The 1960 median family income in Florida was $4,722 as compared to the national average of $5,660.

There is strong evidence to show that low educational attainment and low income join together to form a vicious cycle which tends to continue the pattern generation after generation. A recent U.S. Department of Health, Education and Welfare Bulletin states:

> "There is a direct and dramatic relationship between quality and level of education on the one hand, and continuity of employment, level of employment, and level of income on the other...There is a strong relationship between low educational levels and the rate and direction of employment...Low income compounds the problem. It fosters the continuation of the vicious cycle of impoverished families who cannot afford adequate education for their children, and often cannot provide the motivation necessary to improvement and greater achievement on the part of the children (and themselves.)"[1]

---

[1] U.S. Department of Health, Education and Welfare, Bulletin CE-87030, Education and Training: Key to Development of Human Resources, (U. S. Printing Office, Washington, D.C., April 1964), p.30.

A study by the Florida Agricultural Experiment Station, Rural Areas in Transition, reported that educational levels of fathers in marginal farming operations had a direct relationship to the willingness of sons to seek greater economic opportunities elsewhere. These families lived largely in unpainted frame houses, nearly one-third without running water and less than one-fourth possessing a telephone. The study concluded:

> "Economic and social problems in low-income areas are so complex that no simple remedial answer presents itself. In the long run, high school graduation will become an increasingly necessary condition for early job placement. Occupational aspirations, spatial mobility, and advancement in social status appear to be directly related to educational levels. Hence, the educational process becomes a dominant factor in the economic adjustment of low-income farm areas."[2]

Florida's efforts at industrial development and expanded economic opportunities during the past two decades have been highly successful, judging by the growth of per capita income. Per capita income has risen from $513 in 1940 to $1,988 in 1960. Many of the new job opportunities however, were filled by newcomers to Florida who were sufficiently skilled to play a constructive role in a modern society. The need remains--based upon family income, welfare and unemployment statistics--to find opportunities for thousands of Floridians who have been unable to take full advantage of the economic advances which the State has made as a whole.

In a real sense, there are no "pockets of poverty" in Florida. The grinding despair of continuous financial hardship is more universal in the rural counties of Northwest Florida, but in total numbers the most

---

[2] Agricultural Experiment Stations, University of Florida, Bulletin 671, May 1964, Rural Areas in Transition by Daniel E. Alleger, p. 35.

substantial segment of low income families, welfare recipients and unemployed reside in the State's major cities. In every Florida county at least 15 per cent of the families have a total income of less that $3,000.

In recognition that the cycle of undereducation, poverty and despair must and can be broken (for economic as well as for social and humanitarian reasons); in recognition that an affluent society lives in constant peril when a substantial portion of that society falls outside the mainstream of its social and economic life; and in recognition that pockets of poverty serve as cancerous growths and festering places where people become easy prey to selfish interests, extremist groups and anti-democratic movements, the following objectives are provided as illustrations of what might be done under Title I of the Higher Education Act to bring to the disadvantaged the heritage which belongs to all of our citizens.

OBJECTIVES FOR ADULT LITERACY PROGRAMMING

1. Provide intensive training programs to better prepare teachers, social workers, governmental officials, community leaders and selected representatives from among the deprived to develop community action programs, adult basic education programs, vocational training programs and other educational programs such as the VISTA program, Home Economics Extension Program, Neighborhood Youth Corps, and Head Start Program.
2. Stimulate and develop pilot programs demonstrating the efficiency of new techniques and methods in helping undereducated segments of the population acquire learning skills, literacy skills, social skills, vocational skills, child-rearing and homemaking skills, and value orientations conductive to an enriched life within the context of the opportunities afforded by this great society.

3. Provide educational counseling services and opportunities for learning so that each and every adult can rise to the highest level that he is capable and motivated to attain in the world of literacy, the world of work, the world of citizenship, and the world of leisure.

4. To provide a coordinating service and information clearing house so that community agencies and organizations of many kinds, public schools, junior colleges, and the extension divisions of colleges and universities can coordinate their efforts and cooperate in activities, to remove whatever barriers exist to the concept of lifelong learning and maximum self-fulfillment for all our citizens.

5. Study the processes of social structure, value change and orientation, human motivation among the culturally deprived so that new insights can yield new and more efficient ways of reaching and assisting the undereducated and underemployed to assume their rightful place as contributing members of society.

6. Work with communities in developing programs aimed at developing the leadership potential among the culturally disadvantaged themselves.

E. EDUCATION AND COMMUNITY WELFARE

1. HOUSING
2. HEALTH
3. NATURAL RESOURCES

1. HOUSING

Although national estimates indicate that the supply of houses exceeds the demand, prices have not declined. The family looking for a home today is faced with just as many, and perhaps more decisions than a decade ago. Increased building of vacation or second homes is responsible in large part for higher vacancy rates and apparent availability of houses.[1]

According to the 1960 Census, there were 1,776,946 housing units in Florida. Of this number 923,998 were built between 1950 and 1960.

Of the total number of houses, 84 per cent were sound, 11 per cent were deteriorating, and 5 per cent were dilapidated. The median number of rooms per unit for owner occupied was 5.1, while for renter occupied it was 316.

The trend appears to be toward multiple-unit housing. As a result of the Housing Act of 1961 which authorized Federal Housing Administration to insure mortgages for certain type multiple units, this type of housing is attracting much attention. This concept of home ownership is relatively new in the United States.

Most new one-family houses are out of reach of the low-income population, who are forced to live in dilapidated homes surrounded by crowded, unsanitary conditions in rural as well as urban areas. In the fourth quarter of 1964, only 11 per cent of new one-family homes had sales prices below $12,000. The proportion in this price range was as high as 20 per cent in the South.

Therefore, families whose incomes are not rising will continue to be priced out of a housing market in which standards and prices are continually rising.[1] The elderly who are on fixed incomes, find themselves in this situation as well as younger families and individuals. Housing for senior citizens needs certain physical features for safety, comfort and convenience.

The Public Housing Administration, through its program, has helped relieve the housing problem to some extent for low-income families.

The availability of electricity for rural America finds the rural family faced with the same decisions as the urban family regarding selection of household equipment and furnishings.

Mortgage foreclosures have increased every year from 1953-61. Nationally, foreclosure rates for 1964 were estimated at about 3 per 1,000 homes with conventional mortgages, 7 per 1,000 homes with VA-guaranteed loans, and 12 per 1,000 homes with FHA insured loans. With recent increases in interest rates, the probability is that foreclosures will increase.

Each year, the number of Americans victimized by home improvement rackets has risen; with so much interest in home improvement, the number is sure to swell.

A review of the various studies and findings of research pertaining to the effects of sub-standard housing and blighted neighborhoods on people who live in them concludes that the type of housing influences health, behavior and attitude, particularly if the housing is sub-standard or lacks a major facility such as running water.[2]

OBJECTIVES FOR HOUSING

1. Provide training for people in home financing -- availability, costs and responsibility of the individual -- to help them better understand the

---

[1] Family Economics Review, Consumer and Food Economics Research Division, Agricultural Research Service, U.S.D.A., Washington, D.C.

[2] Schoir, W.L., Slums and Social Insecurity, Social Security Administration, Research Report Number 1, Washington, 1963.

family's own financial position in relation to cost and economics of home ownership.

2. Acquaint young people and adults with sources of good house plans, the need to plan before building and remodeling and what to consider when planning to build or remodel.

3. Work with builders and architects to help them better understand family and individual needs for safety, comfort and convenience.

4. Teach basic information on good lighting and adequate wiring, storage space and well arranged convenient kitchens to prospective home owners.

5. Teach basic principles of decision making to families before purchasing household equipment and furnishings.

6. Assist homeowners and renters to achieve maximum convenience, comfort and safey in their homes by teaching the basic principles of care, arrangement and renovation of furniture and equipment and care of home grounds.

7. Provide in-service education for low-income families through cooperation and coordination among professionals who work with them--Farm and Home Administration, Cooperative Extension Service, Federal Housing Administration, Veterans Administration, Public Housing Authority and others.

8. Help owners of rental housing, renters and home owners understand the effects of housing on health, behavior and attitude of the occupants.

9. Provide opportunities through seminars, workshops and mass media for people to understand condominium and cooperative ownership.

10. Disseminate knowledge and information designed to alert the general public to home improvement frauds and schemes and how to protect themselves from such.

2. HEALTH

The conservation of human resources is receiving new emphasis. Maintaining the health of each individual at the highest possible level is of vital importance to national defense and the economic strength needed for leadership in the free world.

In 1960, Florida was 73.9 per cent urban and 26.1 per cent rural. However, only 50 per cent of the State's six million prople are provided sewers and adequate sewage treatment. The other half of the population lives far from such facilities or in areas in which sewage plans have not been built or provided.

The number of people living in rural areas, who are not farming, is interesting. Because of this trend, our rural areas are growing into definite communities with people living closer and closer together. Not only the community problems of sewage disposal will have to be met, but also those of rubbish and garbage. There is a need for constant planning to solve environmental health problems present and future.

Mental illness, an important chronic disease, continues to be the number one health problem in Florida. Functional disorders traceable to emotional and mental disturbances are at an all time high. Surveys show that in the State of Florida there is a need for 45 comprehensive mental health centers offering a full range of preventative and treatment services and out-patient care. With the progressive aging of the population, families and communities face an increasing financial burden of chronic illness unless educational efforts are intensified to prevent or reduce these long-time illnesses.

The health of children and youth has always been a concern. Broad educational programs need to stress medical and dental examinations with correction of remediable defects, good nutrition, adequate rest, recreation, the moral, social and spiritual values basic to mental health, and over-all personal development. Studies show that venereal diseases are continuing to increase sharply among teenagers in the 15-20 year group. All economic levels are involved, but the largest number of reported cases comes from the low socio-economic groups.

Surveys show that 40 per cent of teenage boys and 60 per cent of teenage girls need to improve their diets. The sharp upturn in tooth decay in the teens is evidence of the fact that poor diets are taking their toll. More adults need to be better informed concerning the body's need for and use of food. Homemakers of childbearing age, along with teenage girls, are still the nation's poorest fed groups. Babies of today's youth are already showing the effects of the poor eating habits of their parents.

More day care centers for children will be needed as more women move into the labor force and as the population of the State continues to expand. At present, there are approximately 75 voluntary day care centers in Florida.

Child care services to insure good care and health of children should be available in every community for women who work and for families of all economic levels. Of the 34.7 per cent of women who work in Florida, 24.7 per cent have children under 6 years old. Day care is an essential service which protects children from neglect and prevents early maladjustments leading to delinquency, crimes, mental illness and dependency. Florida cannot afford to neglect its children who are in need of these services.

Problems of concern include: the unavailability of qualtity day care for children of low-income families particularly Negroes and migrants; too few day care programs for exceptional children, the mentally retarded, physically handicapped, emotionally disturbed and gifted; inadequacies in the licensing and regulations of day care centers and family day care homes; lack of training and lack of regulations on part of many of the personnel providing care for children; little day care available for school age children after school and during vacation.

Many of the middle age and older people on welfare rolls should be on special diets. Due to their financial condition they do not get regular medical care, take prescribed medication or eat the proper foods.

In many areas of Florida some type of homemaking program is needed to furnish services to convalescents, acutely or chronically ill, aged and disabled persons or to all of these.

Other problems demanding attention are accidental poisonings, human incephalitis and other viral infections, control of radiation and mobilizing our health resources for national defense.

Many people have never received a tuberculin test or a polio vaccination despite the widespread availability and publicity concerning them. Many communities still do not have fluoridated public water supplies, although research, over more than forty years, has demonstrated its value and safety in the reduction of dental decay.

In recent years, there has been a definite trend away from health education in Florida schools. In view of this trend, the homemaker has an even greater responsibility to help individual members of the family develop health attitudes, habits, and practices that are necessary to achieve optimal growth and development, health and fitness.

There is a wide gap between what is known in modern medical science and the public's use of this knowledge to achieve optimum health. But, the maximum benefits have not reached the poeple in many communities.

Motivating an individual to change his way of living or to take advantage of the discoveries of medical science, which helps protect and maintain health is a complicated process.

The task of organizing for community-wide health planning is becoming more and more complex with the growth of new agencies, programs and development such as Rural Area Development; Urban Renewal; and Civil Defense. Recent legislation at the national level and other proposed legislation has many implications for educational programs and community planning for the development of health services.

OBJECTIVES IN HEALTH

In attempting to serve the needs in this problem area, institutions of higher education should develop programs to:

1. Provide training for homemakers and youth in health education, so that they can help individual members of the family develop the health attitudes, habits and practices that are necessary to achieve optimal growth and development.
2. Extend and/or support the educational programs of the county health department and the voluntary health agencies by interpreting the programs and services of these agencies through all channels of communications.
3. Interpret the programs and services of the health agencies to the people and the needs of the poeple to the health agencies.
4. Extend, better organize and coordinate community health facilities and services to provide adequate facilities and services and adequate and comprehensive health care for all people.

5. Provide for community health planning to prevent duplication of services and lack of communication.

6. Organize all of the health resources in the community to the end that comprehensive health care (early detection, diagnosis, treatment and rehabilitation) may be more readily available to the people.

7. Establish a system of communications, on a permanent and continuing basis, to coordinate educational efforts and strengthen working relationships among all agencies concerned with improving health services.

8. Provide professional services to work out blueprints for the development of community health services.

9. Recruit and train more qualified professional and non-professional health workers.

10. Provide for programs of home-care-food services, homemakers services and nursing care.

11. Conduct programs for community leaders to examine new health laws and the significance of these laws to their communities.

12. Solve the problem of extending health services to isolated communities.

13. Conduct special educational health programs for the disadvantaged.

14. Provide educational opportunities for parents so that they may distinguish between good and poor day care centers; and so that they can better appreciate advantages of having their children under the care of capable and well trained day care personnel.

15. Provide opportunities through seminars, workshops and mass media for industry, churches and service groups to investigate, aid and promote day care centers and training for exceptional children.

16. Provide in-service education for day care personnel through cooperation and coordination of professional groups and organizations working

with them, such education to emphasize: child development and care, techniques of working with the pre-school child and nutritional needs for this age group.

3. NATURAL RESOURCES

Florida's natural resources of climate, water and land (including minerals) are unquestionably the major contributors to the growth and prosperity of the State. Of these, only climate is without danger of becoming less valuable through human misuse or mishandling. In some cases pollution of the air is even making the climate seem less desirable.

Of the three main pillars of the Florida economy -- agriculture, tourism and industry -- only industry is without urgent and immediate danger of serious loss through failure to properly conserve our natural resources. Even industry may suffer from unwise use and depletion of water and minerals. Many areas are experiencing keen competition among the users of natural resources. Unless an elightened citizenry takes positive action to control resource use, the State and its inhabitants are not likely to enjoy optimum benefits from Florida's resource heritage.

Some of the major problems needing immediate attention are described below:

1. The pollution of water from industrial waste is one of the most serious problems facing some Florida communities and affects almost every facet of community life. It endangers the health of inhabitants in the area and increases their cost of usable water. It reduces opportunity for local citizens to enjoy recreational facilities and lowers incomes derivable from recreational uses. In some instances it causes an economic loss through reduced incomes from recreation or other commercial uses for water. Industrial wastes are partly responsible for

the low oxygen content of tidal waters near Pensacola and of tributary streams near Jacksonville and Palatka. Industrial pollution in the form of acids or fluorides has markedly affected the biological balance of the Peace and the Alafia River basins. Much of the pollution of water in Florida has been legalized through legislative action. For example, the Fenholloway River below Foley and the tidal streams tributary to the Amelia River near Fernandina are in areas and in counties having special laws declaring them "industrial areas" and the surface water usable for industrial purposes.

2. Pollution by sewage is removing many beach areas and inland waters from recreational use. Areas of intercoastal water adjacent to St. Augustine, Daytona Beach, New Smyrna, Titusville, Lake Worth, Boynton Beach; Delray Beach, Boca Raton, Vero Beach, New Port Richey, Crystal River and others are polluted to the extent that swimming is prohibited. Recreational use is limited in many of the fresh water streams and lakes such as Lake Dora, Lake Apopka, Peace River and Crescent Lake.

3. Bacterial pollution is preventing use of much tidal water for the growth and harvesting of shellfish. Sizeable areas on the northeast coast from Fernandina to Daytona have been closed for taking commercial shellfish because of the domestic sewage pollution. The same is true for areas of the southeast coast near Sebastian, Vero Beach, Ft. Pierce, Palm Beach and Lake Worth. The growing and harvesting of shellfish is being limited or prohibited along much of the Gulf, including areas near Ft. Myers, Sarasota, Bradenton, St. Petersburg, Clearwater and Homassassa. Pollution is hurting the oyster industry in Apalachicola and in areas adjacent to Panama City, Milton and Pensacola.

4. Lowering of ground water tables is reducing supplies of water for both human and industrial consumption. One result is intrution of salt water in some communities. Drainage of swamp areas may reduce the supply of water for recharging the aquifer and excessive pumping depletes usable supplies.

5. Beach erosion is becoming an increasingly serious problem. The shoreline on some parts of Florida's East Coast has been receding at a rate up to ten feet per year. Since much of the beach erosion is the result of currents or eddys caused by manmade structures or developments, there is need for research and control of man's activities along the shoreline.

6. The removal of large areas of land and water from public usage is becoming a serious threat to the tourist industry and is reducing opportunities for participation by residents and tourists in outdoor recreation. The demand for the use of Florida's resources for this purpose is estimated to be 400 per cent greater by the end of the century than in 1960. Some indication of this expanded demand is evident in the reports of visitors of state parks. About 500 thousand people registered as visitors to state parks in 1950, but by 1960 this had grown to 3,600,000. In the 1950-1951 season, 90,000 Florida hunting licenses were sold, as compared to 165,000 for the 1960-61 year. During this same decade the number of fishing licenses increased from 290,000 to 590,000. In 1961 Florida had only 1,600 prepared camp sites within the State. The Governor's Commission on Outdoor Recreation has estimated that by 1970 Florida will need to develop 4,400 additional camp sites plus 100,000 acres for wilderness camp sites. The same Commission estimates that by 1970 Florida will need 25,000 additional picnic sites and nearly 900 more boat access facilities.

OBJECTIVES OF NATURAL RESOURCES

Adequate protection of natural resources and optimum resource use results primarily from proper legislative action and it is imperative that the voting public understand some of the issues, problems and possible solutions. A citizenry well informed through statewide public affairs educational programs might achieve the following specific objectives:

1. Passage and enforcement of statewide regulatory measures to limit air and water pollution.

2. Development of a program of public information so that public opinion can be brought to bear on the problems of resource use.

3. Creation of appropriate agencies to protect resources for optimum long term use.

4. Development of water quality standards for outdoor recreation, wildlife, fish and other acquatic uses.

5. Development of water quality monitoring systems.

6. Development of water pollution research programs.

7. Provision of technical services in preventing water pollution and in control of land and water needed for outdoor recreation.

8. Adoption by State and local governments of liability, zoning, and tax legislation which would encourage development of recreational areas on private lands.

9. Development of recreation education both in formal school curriculum and in interpretive programs and workshops.

10. Adoption of more comprehensive laws related to the use and depletion of minerals and to the methods of mining and disposing of wastes.

11. Provision for public acquisition and control of forest areas, beaches, lakes, and streams so as to assure access for all people to

outdoor recreational activities.

12. Research and regulatory programs regarding the use of undergroud water, including the removal of such water and return of water to underground systems.

13. Research and action on problems related to salt water intrusion and recharge of the Florida Aquifer.

14. Comprehensive programs of research and action to retard beach erosion.

15. Establishment of a State Board empowered to regulate the development and usage of all Florida's natural resources.

APPENDIX A

DEFINITIONS

STATE BOARD OF EDUCATION; MEMBERS; POWERS

Article XII, Section 3, Constitution of the State of Florida

The Governor, Secretary of State, Attorney-General, State Treasurer and State Superintendent of Public Instruction shall constitute a body corporate, to be known as the State Board of Education of Florida, of which the Governor shall be President, and the Superintendent of Public Instruction Secretary. This Board shall have power to remove any subordinate school officer for cause, upon notice to the incumbent; and shall have the management and investment of all State School Funds under such regulations as may be prescribed by law, and such supervision of schools of higher grades as the law shall provide.

STATE BOARD OF REGENTS (Florida Statutes - Chapter 240 - 240.001, 240.011, 240.042)

Legislative intent.--It is hereby declared to be the intent of the legislature that the board of regents of Florida be granted the necessary powers to govern, regulate, coordinate, and oversee the institutions and agencies in the state university system. It is the further intent of the legislature that the board shall be primarily a policy-making board, establishing the policies of the university system by rules and regulations adopted by it, and shall delegate sufficient authority both to its staff and to the heads of the institutions and agencies so that they shall be fully responsible for the management of the several institutions and agencies. However, the board of regents shall select the heads and programs of the institutions and agencies, subject to the provisions of existing law, review and approve all budgets in the state university system, review such actions and decisions as may be appealed to it, and through its staff, conduct sutdies of the institutions and agencies as related to the present and future needs of higher education in Florida.

Appointment of Members; qualifications and terms of office of members, etc. The board of regents shall consist of nine citizens of this state selected from the state at large, representative of the geographical areas of the state, who shall have been residents and citizens thereof for a period of at least ten years prior to their appointment, and who shall be appointed by the governor, concurred in by the state board of education, confirmed by the senate, and their terms of office shall be nine years and until their successors are appointed and qualified, except, in case of an appointment to fill a vacancy, in which case the appointment shall be for the unexpired term, and except as in this section otherwise provided; provided, however, that no member shall be selected from any county to serve with any other

member from the same county. The governor shall fill all vacancies, subject to the above approval and confirmation, that may at any time occur therein, provided, however, the terms of the initial membership of the board of regents shall be as follows:
One member shall be appointed for one year beginning January 1, 1965;
one member shall be appointed for two years beginning January 1, 1965;
one member shall be appointed for three years beginning January 1, 1965;
one member shall be appointed for four years beginning January 1, 1965;
one member shall be appointed for five years beginning January 1, 1965;
one member shall be appointed for six years beginning January 1, 1965;
one member shall be appointed for seven years beginning January 1, 1965;
one member shall be appointed for eight years beginning January 1, 1965;
one member shall be appointed for nine years beginning January 1, 1965;
provided, however, if the proposed constitutional amendment permitting nine year terms for members of the board of regents shall have been ratified by the people prior to December 31, 1963, the terms of the initial membership of the board shall begin January 1, 1964.

Members may be removed for cause at any time upon the concurrence of a majority of the members of the state board of education.

Powers and duties of board of regents-- The board of regents is hereby authorized and empowered:

(1) Subject to approval of the state board of education, to establish the policies, rules and regulations under which the state university system shall be managed and operated by the respective heads of the instituions and agencies. Such policies shall include provisions for the appointment and removal of subordinate personnel of the several institutions and agencies and the establishment of compensation and other conditions of employment for such personnel.

(2) With the concurrence of the board of education, to appoint and to remove the chief executive officer of the board's staff and the head of each institution or agency in the state university system.

(3) Subject to the provisions of existing law, to review, amend and approve all budgets in the state university system. The board of regents shall present to the legislature all requests for appropriations, in the manner provided in Section 216.02.

(4) To review all matters appealed to it in accordance with procedures prescribed by the board.

(5) To approve the programs of instruction and the different branches of learning to be offered and maintained at each of the several institutions and to alter and change the same.

(6) To prescribe minimum standards for admission of students to all institutions supervised by said board and to work toward uniformity thereof insofar as practicable.

(7) To Coordinate all programs under its jurisdiction in order to insure their efficient administration.

(8) To conduct, through its staff, continuous studies of each institution to determine whether the policies and regulations of the system are being followed, and to determine how efficiently and effectively the staff and facilities are being used.

(9) To conduct a space utilization study to support its budget request for capital outlay and is directed to present same to the legislature prior to each regular legislative session.

(10) To conduct through its staff, continuous studies of the immediate and future needs of the state in higher education, including research and public service; what institutional facilities are required to meet these needs, and at which institution they can be best served. These studies shall consider the need for new institutions and the place of the private institutions in relation to the state programs.

(11) To provide a coordinate credit and non-credit extension courses in all fields which the board shall consider necessary to improve and maintain the educational standards of the state.

(12) To have and exercise all powers enumerated in chapters 239-243 subject at all times to the supervision and control of the state board of education.

OFFICE OF THE BOARD OF REGENTS (Florida Statutes - Chapter 240 - 240.151)

Board of regents incorporated; powers, duties, etc.--

(1) The board of regents is hereby created as a body corporate, and shall have a corporate seal; shall elect a corporate secretary; shall have and employ a chief executive officer, a staff attorney and all other necessary personnel; shall have power to contract and be contracted with; to sue and be sued; to plead and be impleaded in all courts of law and equity; to receive donations; to make purchases of real property and to contract for the sale and disposal of the same; but the title to all real property, however acquired, shall be vested in the state board of education and shall be transferred and conveyed by it; and shall have all powers of a body corporate for all the purposes created by, or that may exist under, the provisions of this chapter or laws amendatory thereof. The board is empowered to delegate to its staff and to the heads of the several institutions and agencies under its jurisdiction such of its powers as it deems expedient and proper.

(2) The board of regents is authorized and directed to appoint, subject to concurrence of the state board of education, as its chief executive officer a chancellor of the state university system. A chancellor so appointed shall advise the board on all educational problems, shall see that the board's policies are carried out, shall supervise the board's statewide studies and make recommendations for plans to meet the state's obligations in higher education, shall be the liaison officer for the board with the state board of education, and shall perform such other duties as the board shall designated. The chancellor shall serve at the will of the board and of the state board of education. The chancellor shall in the judgement of the board be so qualified as to carry out the duties and responsibilities assigned to him. The chancellor shall be responsible for the administration of the entire state university system under policies prescribed by the board of regents and shall conduct a continuous study to keep the board informed on the operation and needs of the system.

STATE UNIVERSITY SYSTEM (Florida Statutes - Chapter 239 - 239.01)

(1) The state university system shall consist of the following institutions and agencies, to wit: One institution to be known as the university of Florida, located at Gainesville; one institution to be known as the Florida state university located at Tallahassee; one institution to be known as the Florida agricultural and mechanical university located at Tallahassee; one institution to be known as the university of south Florida to be located at Tampa; one institution to be known as the Florida Atlantic university to be located at Boca Raton; one institution to be known as the university of west Florida to be located at Pensacola; one institution as yet unnamed to be located at Orlando, and such additional institutions as the board of regents, with the concurrence of the state board of education, may hereafter establish pursuant to specific legislative authorization; and of the Florida institute for continuing university studies and such additional agencies as the legislature may place under the supervision of the board of regents.

(2) The Florida state university shall be the successor to the Florida state college for women, successor to the west Florida seminary, and all provisions of existing law applicable to the Florida state college for women shall henceforth apply to the Florida state university. The Florida agricultural and mechanical university shall be the successor to the Florida agricultural and mechanical college for negroes and all provisions of existing law applicable to the Florida gricultural and mechanical college for negroes shall henceforth apply to the Florida agricultural and mechanical university.

BOARD OF REGENTS OFFICE FOR CONTINUING EDUCATION (Florida Statutes Chapter 240.043)

It is hereby declared to be the intent of the legislature that the board of regents shall:
(1) Develop a program of continuing education under such policies, rules, and regulations as the board may promulgate from time to time to insure the continuing development of this important program.
(2) Appoint a coordinator of continuing education to be responsible to the chief executive officer of the board.
(3) Continue to provide off-campus education programs of high quality throughout the state where there is a demonstrated and justified need.
(4) Recognize continuing education programs both on and off campus as a normal function of universities in the university system.
(5) Provide for a plan of continuous review and evaluation of the state-wide off-campus education program.

Community Services are defined as any services which may be rendered by institutions of higher education (either alone or in joint efforts) that are cooperating in the Florida State plan which contributes to the identification, clarification, or solution of community problems through the development or application of sound educational programs or research practices.

Services provided should be based upon clearly defined problems and needs which can be translated into educational objectives, the achievement of which will lead to the growth and development of people to the end that they are better equipped to solve future problems, adjust and adapt to future change, or more wisely influence the factors and forces which shape their lives and the total society. All objectives and goals to be attained should be consistent with the ideology of a free and democratic society.

Continuing Education programs are defined as any programs in which men and women systematically attempt to improve themselves in desirable ways bringing about changes in their knowledge, understanding, skills, appreciations, or sensitivities. Such programs should reflect the interest, level, or content of concern to institutions of higher education and should involve the human and/or physical resources of such institutions in the planning and execution of programs. Continuing education programs may focus upon liberal education, occupational education, education for a more worthy use of leisure time, education for social understanding and public responsibility, human relations, leadership development or any other area of content with which a college or university may appropriately be concerned.

They may be formal or informal; they may be offered for credit or non-credit; they may consist of regular classes or short courses, conference, seminars, institutes or discussion groups; or they may represent programs developed through the use of an instructional medium such as television.

Research Projects in community service and continuing education refer to developmental and research activities designated to discover, synthesize or disseminate knowledge that is relevant to the solution of community problems and to the development and execution of community services and continuing education programs. Examples of such projects include:

(1) Descriptive studies to determine wants, interests and educational needs within given segments of the population.

(2) Investigations to determine future manpower needs (quality and quantity) among the professions.

(3) Demonstration projects to test new ideas relating to planned change.

(4) Comparative studies to determine the relative effectiveness of different educational methods.

(5) Case studies to identify factors contributing to or interfering with economic growth.

(6) Experimental investigations of the learning process among adult learners.

B. FLORIDA STATUTES

C. EXISTING INSTITUTIONS OF HIGHER EDUCATION IN THE STATE OF FLORIDA

Higher education in the State of Florida consists of the following segments: State-supported universities, private degree-granting institutions, Florida community junior colleges and private junior colleges.

The State University System consists of all State-supported degree-granting institutions of higher education in Florida.

The Florida community junior colleges are operated by county boards of public instruction and coordinated by the State Junior College Board operating under the general supervision of the State Board of Education.

STATE UNIVERSITY SYSTEM

STATE BOARD OF EDUCATION, Tallahassee, Florida

Haydon Burns, Governor
Tom Adams, Secretary
Earl Faircloth, Attorney General
Broward Williams, State Treasurer
Floyd T. Christian, State Superintendent of Public Instruction

STATE BOARD OF REGENTS, Tallahassee, Florida

J. B. Culpepper, Ed.D., Chancellor
Woodrow J. Darden, Titusville
Clifton G. Dyson, West Palm Beach
Chester H. Ferguson, Chairman
Henry D. Kramer, Jacksonville
Wayne C. McCall, D.D.S., Vice Chairman, Ocala
Clarence L. Menser, D. Litt., Vero Beach
Louis C. Murray, M.D., Orlando
John C. Pace, Pensacola
Mrs. E. D. Pearce, Miami

All units in the State University System are governed by the Board of Regents. The Board of Regents replaced the Board of Control on January 1, 1965. It consists of nine members appointed by the Governor for nine-year terms. Members are appointed from the State at large. The Board of Regents formulates the policies of the system, elects administrative officers of the institutions, confirms all appointments, supervises the financial operations of the system, and serves as the governing board of each of the universities subject to review by the State Board of Education.

FLORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY, Tallahassee, Florida

George W. Gore, Jr., President

The institution was chartered as Florida State Normal and Industrial School for Negro Youth in 1887 and offered its first college level instruction in 1905. The current name was adopted in 1953.

University and land-grant college; coeducational; public support; state control.

Accredited by: The Southern Association of Colleges and Schools

Calendar: Trimester System

COLLEGES:

- School of Agriculture and Home Economics
- College of Arts and Sciences
- School of Education
- School of Nursing
- School of Pharmacy
- College of Law
- Vocational-Technical Institute
- Graduate School

Graduate Work: Master's degree level in Education

Enrollment: Fall 1965 - 3,588

FLORIDA ATLANTIC UNIVERSITY, Boca Raton, Florida

Kenneth R. Williams, President

This institution is an upper level (juniors and seniors) university.

University; coeducational; public support; state control.

Calendar: Trimester System

COLLEGES:

Business Administration
Education
Humanities
Science
Social Science
Department of Ocean Engineering
Division of Learning Resources

Graduate Work: Graduate studies at the mater's level in Education

Enrollment: Fall 1965 - 2,392

FLORIDA STATE UNIVERSITY, Tallahassee, Florida

John Champion, President

The institution was chartered in 1851 and the first college level instruction was given in 1857. Operated under various names until 1905 when the name was changed to Florida State College for Women and changed again in 1947 to Florida State University.

University; coeducational; public support; state control.

Accredited by: The Southern Association of Colleges and Schools

Calendar: Trimester system

COLLEGES:

Division of Basic Studies
School of Business
School of Engineering Science
School of Music
Arts and Sciences
Education
School of Home Economics
School of Social Welfare

Interdivisional Programs

Graduate School

Graduate Work: Graduate work at the master's level is offered in Arts, Science, Accountancy, Business Administration, Music, Music Education, Social Work and Education.

The Graduate School offers the Doctor of Philosophy degree in 31 departments and the Doctor of Education and Music Degrees.

Enrollment: Fall 1965 - 13,200

UNIVERSITY OF FLORIDA, Gainesville, Florida

J. Wayne Reitz, President

Authorized by an act of the Legislature in 1853, the first college level instruction was given in 1853, under the name East Florida Seminary. The present name was adopted in 1905.

University and land-grant college; coeducational; public support; state control.

Accredited by: The Southern Association of Colleges and Schools

Calendar: Trimester System

COLLEGES:

University College
Education
Health Related Services
Center for Latin-American Studies
Pharmacy
Agriculture
Engineering
Nursing
Architecture and Fine Arts
Forestry
Medicine
Journalism and Communications
Physical Education and Health
Business Administration
Law
Graduate School

Graduate Work:

Graduate work is offered leading to Master of Agriculture, Business Administration, Education, Engineering, Physical Education and Health, Rehabilitation Counseling; Master of Science in Agriculture, Building Construction, Engineering, Forestry, Pharmacy, thirteen natural and physical science majors and veterinary science, and teaching; Master of Arts in Architecture, Education, Journalism and Communications, Physical Education and Health, sixteen arts and science, five business administration majors, and teaching; Master of Fine Arts; Specialist in Education.

The Graduate School offers the Doctor of Philosophy degree in 34 departments, the Doctor of Education degree, and the Doctor of Medicine.

Enrollment: Fall 1965- 16,874

UNIVERSITY OF SOUTH FLORIDA, Tampa, Florida

John S. Allen, President

This is a new institution which began operations in 1960 and graduated its first class in 1963.

University; coeducational; public support; state control.

Accredited by: The Southern Association of Colleges and Schools

Calendar: Trimester System

COLLEGES:

Basic Studies
Education
Liberal Arts
Business Administration
Engineering
Graduate Study

Graduate Work:

Began work at the level of the master's degree in 1964-65 in Education and Business Engineering.

Enrollment - Fall 1965 - 7,792

UNIVERSITY OF WEST FLORIDA, Pensacola, Florida

Harold B. Crosby, President

Estimated to begin operation in 1967.

ORLANDO AREA UNIVERSITY

Charles N. Millican, President

Estimated to begin operation in 1968.

BOARD OF REGENTS OFFICE FOR CONTINUING EDUCATION, Tallahassee, Florida

Richard deR. Kip, Acting Director

The Office for Continuing Education of the Board of Regents, located in Tallahassee, has responsibility for making certain that Florida's university system is meeting continuing educational needs in the most effective and efficient manner possible. It does not directly engage in continuing education programs itself, but it assists the individual universities in assessing community needs, obtaining the needed resources to meet these needs, and evaluating the effectiveness of programs in meeting the desired objectives. The Office for Continuing Education will facilitate joint efforts on the part of the universities when more than one institution is required to meet these needs. The central office will act as a clearing house for programs of continuing education, seeking to prevent unnecessary duplication of effort on the part of the universities.

Calendar: Trimester System

Fees: Semester hour basis

Enrollment: Fall 1965 - 6,048

PRIVATE DEGREE-GRANTING INSTITUTIONS

BARRY COLLEGE, Miami, Florida

Sister Mary Dorothy Browne, O.P., President

This college was founded in 1940 as College of Liberal Arts and Sciences for Women. Men are admitted on a part-time basis in the undergraduate department and full-time in the graduate department.

Liberal Arts College for women; private support; Roman Catholic Church; Board of Trustees.

Accredited by: The Southern Association of Colleges and Schools

Calendar: Semester System

COLLEGES:

- Art
- Chemistry
- Education
- French
- History
- Journalism
- Library Science
- Music
- German
- Home and Family Life
- Latin
- Mathematics
- Nursing
- Philosphy
- Physics
- Psychology
- Sociology
- Speech and Drama
- Graduate Division
- Biology
- English
- Physical Education
- Political Science
- Secretarial Science
- Spanish
- Theology

Graduate Work:

The Graduate Division offers programs leading to the Master of Arts degree, the Master of Science degree with a major in Education, and the

Master of Science in Secondary Teaching in English or History.

Enrollment: Fall 1965 - 1,072

BETHUNE COOKMAN, Daytona Beach, Florida

Richard V. Moore, President

The institution is the result of a merger in 1923 of two Florida educational institutions - Cookman Institute, founded in Jacksonville in 1872, and Daytona Normal and Industrial Institute for girls, founded in 1904. The current name was adopted in 1931. It was expanded to a four-year college curriculum and authorized to grant degrees in 1941.

College of Liberal Arts; coeducational; private support; related to Methodist Church; Board of Trustees.

Accredited by: The Southern Association of Colleges and Schools

Calendar: Semester System

COLLEGES:

General Education

Division of Humanities

Division of Social Science

Division of Education

Division of Science

Enrollment: Fall 1965 - 943

BISCAYNE COLLEGE, Opa-Locka, Florida

Edward J. McCarty, President

In May 1961 the Augustinian Fathers were invited to establish a Catholic College for men in the Miami Diocese. The first class was admitted using the facilities of Barry College in September 1962 and moved to their own building in November of that year. A second class was admitted September 1963.

Liberal Arts College; non-coeducational; private support; Roman Catholic Church, Augustinian Fathers; Board of Trustees.

Calendar: Semester System

COLLEGES:

Science	Business
Humanities	Pre-Professional Study

Enrollment - Fall 1965- 262

BOLDEN'S COLLEGE OF MUSIC, Jacksonville, Florida

John Bolden, President

BREVARD ENGINEERING COLLEGE, Melbourne

Jerome B. Keuper, President

Founded in 1958 by engineers and scientists working at Cape Canaveral (Kennedy) as primarily an evening school, full daytime classes were started in 1962. The institution provides scientific and engineering education related to the field of Space Technology.

Specialized science and engineering college; coeducational; private control; Board of Trustees.

Calendar: Four terms (Closely related to quarter system)

Departments:

Electrical Engineering	Mathematics
Physics	Space Technology
Graduate School	

Graduate Work: Master of Science degrees are offered in the fields of Electrical Engineering, Applied Mathematics, Physics and Space Technology.

Enrollment - Fall 1965 - 1,047

EDWARD WATERS COLLEGE, Jacksonville, Florida

William D. Stewart, President

This institution is in transition from junior college to senior college status. Originally founded in 1866, it has been known as Brown Theological Institute, Brown University, and its current name, and was first located in Live Oak, Florida.

Liberal arts college; coeducational; private support (church related); Board of Management.

Calendar: Semester System

Departments:

Science and Mathematics
Humanities
Social Science
Teacher Education

Enrollment: Fall 1965 -908

EMBRY RIDDLE AERONAUTICAL INSTITUTE, Daytona Beach, Florida

Jack R. Hunt, President

This institute, originally the Embry Riddle International School of Aviation, was founded in Cincinnati, Ohio, September, 1926. The current institute took over operations in September, 1961.

Specialized; Engineering Technology and Technical Institute; private support; Board of Trustees.

Calendar: Trimester System

Departments:

College of Engineering and Engineering Technology
Business Pilot (Includes Bachelor of Business Administration)
Technical Institute

Enrollment: Fall 1965 - figures not available

FLORIDA MEMORIAL COLLEGE, St. Augustine, Florida

R. W. Puryear, President

Florida Baptist Institute, the predecessor of Florida Memorial College, was founded in Live Oak in 1892. The school moved to St. Augustine and was renamed Florida Normal and Industrial Institute in 1918. The school was accredited a junior college in 1931 and graduated its first "four-year" class in 1945.

Liberal arts college; coeducational; private support (church related: Baptist); Board of Trustees.

Accredited by: The Southern Association of Colleges and Schools

Calendar: Semester System

COLLEGES:

- General Education
- Humanities
- Science and Mathematics
- Education
- Religious Education
- Social Science

Enrollment: Fall 1965 - 427

FLORIDA PRESBYTERIAN COLLEGE, St. Petersburg

William F. Kadel, President

Florida Presbyterian College began operations in the fall of 1962 in downtown St. Petersburg. Gradually the school was moved to its bayfront location. The new campus was completed in January, 1964.

Liberal arts college; coeducational; private support (church related: Presbyterian); Board of Trustees.

Calendar: Semester system

COLLEGES:

- Humanities
- Mathematics and Natural Science
- History and Social Science

Enrollment: Fall 1965 - 778

FLORIDA SOUTHERN COLLEGE, Lakeland

Charles T. Thrift, Jr., President

Originally Florida Conference College, this institution was founded in 1885 by The Methodist Church. The institution has been known as Florida Seminary at Sutherland, Southern College, and Florida Southern College; and has been housed at Leesburg, Sutherland (Palm Harbor), Clearwater Beach, and Lakeland.

Liberal arts college; coeducational; private support (church related: Methodist); Board of Trustees.

Accredited by: The Southern Association of Colleges and Schools

Calendar: Semester System

Colleges:

Humanities
Social Sciences
Natural Sciences and Mathematics

Enrollment: Fall 1965 - 1,674

JACKSONVILLE UNIVERSITY, Jacksonville, Florida

Robert H. Spiro, President

Jacksonville University began as a small evening junior college in 1934. The junior college was expanded to four-year status in 1956.

Liberal arts college; coeducational; private support; Board of Trustees.

Accredited by: The Southern Association of Colleges and Schools

Calendar: Semester System

COLLEGES:

Lower Division
Education
Humanities
Science and Mathematics
Social Science
Music and Fine Arts
Nursing
Graduate

Graduate Work: A graduate program leading to a Master of Arts in teaching with concentration in English, Social Studies, and Elementary Education is offered.

Enrollment: Fall 1965 - 2,694

JONES COLLEGE

Jacksonville Division

Jack H. Jones, President

Miami Division

Jack H. Jones, President

Orlando Division

Jack H. Jones, President

Enrollment: Fall 1965 - 867

NEW COLLEGE, Sarasota, Florida

George M. Elmendorf, President

New College opened for its charter class in the fall of 1964. The institution offers flexible curriculum tailored for the individual student.

Liberal arts college; coeducational; private support (church related: United Church of Christ); Board of Trustees.

Calendar: 11 month academic year - three terms

Departments:

- Natural Science
- Social Science
- Humanities

Enrollment: Fall 1965 - 171

3

RINGLING SCHOOL OF ART, Sarasota

Verman Kimbrough, President

The establishment of the John and Mable Ringling Museum of Art in 1931 furnished an opportunity for the founding of this institution. The Museum has since become the property of the State of Florida. The school operates independently as a non-profit corporation.

Calendar: Semester System

Departments:

Fine Arts	Fashion Design
Commercial Design and Illustration	Interior Design

Note: A certificate of achievement is awarded for three or four years of prescribed art programs. The Bachelor of Fine Arts is awarded upon the completion of the 3-year certificate requirement plus 30 semester hours of academic credit earned at any accredited college.

Enrollment: Fall 1965 - 359

ROLLINS COLLEGE, Winter Park

Hugh F. McKean, President

Rollins College was founded in 1885 under the auspices of the Congregational Church.

Liberal arts college; coeducational; private support; Board of Trustees.

Accredited by: The Southern Association of Colleges and Schools

Calendar: Three terms

Departments:

Communications and Literature	Expression Arts
Personal Relations	Science and Mathematics
Social Relations and Business	Graduate

Graduate Work: Graduate programs are offered leading to the Master of Business Administration, Master of Science in Physics and in Engineering, and Master of Arts in Teaching.

Enrollment: Fall 1965 - 2,695

SAINT LEO COLLEGE, St. Leo, Florida

The Rev. Stephen Hermann, O.S.B., President

Dating from about 1889 the school has been known as St. Leo Military Academy and St. Leo Preparatory School. The institution meeting all standards of State junior colleges opened its doors as St. Leo College in 1959 and began developing a four-year program in 1962-63.

Liberal arts college; coeducational; church support (church related: Roman Catholic); Board of Trustees.

Calendar: Trimester System

Departments:

Philosophy, Theology and Education
Literature and Foreign Languages
Natural Science and Mathematics
Art and Music
Social Science

Enrollment: Fall 1965 - 807

SOUTHEASTERN BIBLE COLLEGE, Lakeland, Florida

Andrew E. Spence, Jr., President

In 1946 the school moved to the Lakeland area from Atlanta, Georgia, and into its present location in 1952. It was known as Southeastern Bible Institute until 1957 when the four-year college program was approved and the name was changed to Southeastern Bible College.

Bible College; coeducational; church support (church related: Assemblies of God); Board of Directors.

Calendar: Semester System

Departments:

- Bible
- Theology
- Practical Theology
- Missions
- Business Education
- English
- Philosophy and Ethics
- Speech
- Language
- Education and Psychology
- Music
- Science and Mathematics
- Social Science

Enrollment: Fall 1965 - 340

STETSON UNIVERSITY, Deland, Florida

J. Ollie Edmunds, President

Note: Law College, St. Petersburg: H. L. Sebring, Dean

A legal corporation, John B. Stetson University, was founded in 1883 and became a college in 1885. First known as Deland Academy and adopted current name in 1889.

Liberal arts college; coeducational; private support (church related: Baptist) Board of Trustees.

Accredited by: The Southern Association of Colleges and Schools

Calendar: Semester System

COLLEGES:

- Humanities
- Natural Science
- School of Music
- College of Law
- Social Science
- Education
- School of Business Administration
- Graduate Studies

Graduate Work: Programs leading to the degree Master of Arts or Master of Science in various departments of the Liberal Arts College and Education are offered.

Enrollment: Fall 1965 - 2,327

UNIVERSITY OF MIAMI, Miami, Florida

Henry K. Stanford, President

A charter for a university to serve the Miami area was obtained in 1925 and the university opened for classes in the fall of 1926. The institution has grown rapidly since World War II.

University; coeducational; private support; Board of Trustees.

Accredited by: The Southern Association of Colleges and Schools

Calendar: Semester System

COLLEGES:

University College
School of Education
School of Engineering
School of Law
Institute of Marine Science
Arts and Sciences
School of Business Administration
School of Music
School of Medicine
Graduate School

Graduate work: The following programs at the master's degree level are offered:

Master of Arts, 15 areas of concentration
Master of Science, 17 areas of concentration
Master of Education, 8 areas of concentration
Master of Business Administration, 4 areas of concentration
Master of Music, 2 areas of concentration

The degree of Doctor of Philosophy is offered in 13 areas, and Doctor of Education is offered in 7 areas.

Enrollment: Fall 1965 - 12,347

UNIVERSITY OF TAMPA, Tampa, Florida

David M. Delo, President

The main building of the University of Tampa was leased from the city in 1933. This building, an example of Moorish architecture, was built in 1890. The institution was founded in 1931.

Liberal arts college; coeducational; private control; Board of Trustees.

Accredited by: The Southern Association of Colleges and Schools

Calendar: Semester System

Enrollment: Fall 1965 - 2,234

WEBBER COLLEGE, Babson Park, Florida

Paul C. Staake, President

Webber College was founded and endowed in April 1927 by Mr. and Mrs. Rober W. Babson.

Specialized business college for women; private support; Board of Trustees.

Calendar: Semester System

Departments: :

Basic Business	Retailing
Secretarial Science	

Note: Degrees offered, Bachelor of Business Science, Associate of Business Science.

Enrollment: Fall 1965 - 100

NOVA UNIVERSITY OF ADVANCED TECHNOLOGY, Ft. Lauderdale, Florida

Warren Winstead, President

PRIVATE JUNIOR COLLEGES

FLORIDA COLLEGE, Temple Terrace (Tampa), Florida

James R. Cope, President

Enrollment: Fall 1965 - 426

MARYMOUNT COLLEGE, Boca Raton, Florida

Mother Gerard, R.S.H.M., Academic Dean

Enrollment: Fall 1965 - 325

ORLANDO JUNIOR COLLEGE, Orlando, Florida

Morris S. Hale, Jr., President

Enrollment: Fall 1965 - 2,373

COMMUNITY JUNIOR COLLEGES

BREVARD JUNIOR COLLEGE, Cocoa, Florida

Seymour Hurt, Acting President

Close to the thriving missile test center, this college experienced enrollment increase of over 400% since first year of operation. Employs many prominent missile and space scientists as part-time instructors.

Fall enrollment 1965: 3660

CENTRAL FLORIDA JUNIOR COLLEGE, Ocala, Florida

Henry Goodlett, President

Located in the midst of Florida's rapidly growing thoroughbred horse raising industry and near the world-renowned Silver Springs. Campus can be seen from Interstate 75.

Fall enrollment 1965; 1,785

CHIPOLA JUNIOR COLLEGE, Marianna, Florida

Ned L. Haven, President

Located in the heart of "Big Bend" area on 78-acre campus. One of four oldest public junior colleges in Florida. Source of "Chipola Index" used by U.S.O.E.

Fall enrollment 1965: 1,684

DAYTONA BEACH JUNIOR COLLEGE, Daytona Beach, Florida

Roy F. Bergengren, Jr., President

College lends equal weight to university parallel, vocational and adult education programs.

Fall enrollment 1965: 2,364 college credit
4,891 vocational and adult education programs

EDISON JUNIOR COLLEGE, Fort Myers, Florida

David G. Robinson, President

Established in 1962. Air-conditioned buildings on an 80-acre campus with four lakes. Curriculum includes university parallel courses and a variety of 2-year occupational programs.

Fall enrollment 1965: 986

FLORIDA KEYS JUNIOR COLLEGE, Key West, Florida

Merrill Symonds, President

The southernmost institution of higher education in the continental United States. Began classes in the fall of 1965.

Fall enrollment 1965: 1,156

GULF COAST JUNIOR COLLEGE, Panama City, Florida

Richard E. Morley, President

Established in 1957. Overlooks St. Andrews Bay. Outstanding aspects are strong community support, varied two-year technical and specialized programs and a successful student activity program.

Fall enrollment 1965: 1,352

INDIAN RIVER JUNIOR COLLEGE, Fort Pierce, Florida

Maxwell C. King, President

On the southeast Atlantic Coast in the beautiful Indian River area of Florida. Offers a diversified curriculum in the college transfer, technical-vocational, and adult division.

Fall enrollment 1965: 1,701

JACKSON JUNIOR COLLEGE, Marianna, Florida

William H. Harley, President

Opened in the Fall of 1961. Located adjacent to the Jackson County Training School.

Fall enrollment 1965: 98

JUNIOR COLLEGE OF BROWARD COUNTY, Fort Lauderdale, Florida

Jack D. Taylor, Acting President

Established in 1960. With an outstanding student body and a distinguished faculty. A variety of programs include university parallel, technical programs, evening offerings, and occupational programs.

Fall enrollment 1965: 4,242

LAKE CITY JUNIOR COLLEGE AND FOREST RANGER SCHOOL, Lake City, Florida

Herbert E. Phillips, President

Began operation Fall of 1962. One of the few forest technology programs in the nation. Includes a large team teaching project, year-round operation, and an area guidance center serving five counties.

Fall enrollment 1965: 1,668

LAKE-SUMTER JUNIOR COLLEGE, Leesburg, Florida

Paul P. Williams, President

Established in 1962. Located in the geographic heart of Florida, the institution is noted for an outstanding faculty, modern air-conditioned facilities, and a strong academic program.

Fall enrollment 1965: 942

MANATEE JUNIOR COLLEGE, Bradenton

Samuel R. Neel, Jr., President

Beautiful 100-acre campus in the Tampa Bay area, halfway between Bradenton and Sarasota. Founded in 1957, the college has university parallel courses, nursing education, data processing, technical education, business education and expanded program of adult education.

Fall enrollment 1965: 2,331

MIAMI-DADE JUNIOR COLLEGE, Miami, Florida

Peter Masiko, Jr., President

For the past five years the fastest growing institution of higher education in the nation. Widely recognized for superior technical, special and university transfer programs. In the fall of 1965 Miami-Dade's two campuses --

Enrollment 1965: 16,981

NORTH FLORIDA JUNIOR COLLEGE, Madison, Florida

Marshall W. Hamilton, President

In addition to parallel and technical curriculum, the college has a vocational curriculum in licensed practical nursing and a variety of community services. Situated on an attractive sixty acre site with modern, functional buildings.

Fall enrollment 1965: 928

OKALOOSA-WALTON JUNIOR COLLEGE, Valparaiso, Florida

J. E. McCracken, President

In its second year of operation, the college is located in temporary quarters in Valparaiso near Eglin Air Force Base on the shores of the Choctawhatchee Bay. Occupational and enrichment programs as well as the college parallel work.

Fall enrollment 1965: 855

PALM BEACH JUNIOR COLLEGE, Lake Worth, Florida

Harold C. Manor, President

The oldest public junior college in Florida. Offers a wide range of university parallel curricula as well as two-year specialized, business, technical and professional programs. Modern buildings and equipment on constantly expanding campus.

Fall enrollment 1965: 4514

PENSACOLA JUNIOR COLLEGE, Pensacola, Florida

T. Felton Harrison, President

Established in 1948, the college uniquely blends the academic, the technical and a newly organized continuing adult education program on a beautiful campus near the municipal airport. The first sub-critical nuclear reactor on a junior college campus.

Fall enrollment 1965: 7,072

POLK JUNIOR COLLEGE, Bartow, Florida

Fred T. Lenfestey, President

Temporarily located at the Bartow Industrial Park and Air Base. In addition to the College Parallel Program, technical programs are offered in citrus, mining, drafting, nursing and cattle technology.

Fall enrollment 1965: 1,904

ROSENWALD JUNIOR COLLEGE, Panama City, Florida

C. C. Washington, President

Opened 1958. Campus includes a new classroom building with science facilities, library, and administrative suite. Campus serves specialized needs of the local community.

Fall enrollment 1965: 148

ST. JOHNS RIVER JUNIOR COLLEGE, Palatka, Florida

Charles LaPradd, President

Located fifty miles south of Jacksonville with modern buildings on an eighty-acre campus. Offerings include college parallel courses, technical and enrichment programs.

Fall enrolment 1965: 2,383

ST. PETERSBURG JUNIOR COLLEGE, St. Petersburg, Florida

M. M. Bennett, President

This three campus institution is the oldest and the second largest junior college in the state. Widely acclaimed for its extensive use of closed circuit television.

Fall enrollment 1965: 8,187

SUWANNEE RIVER JUNIOR COLLEGE*, Madison, Florida

Mrs. Jenyethel N. Merritt, President

Established in 1959 adjacent to Madison County Training School.

* To be closed in 1967

Fall enrollment 1965: 209

FLORIDA JUNIOR COLLEGE AT JACKSONVILLE, Jacksonville, Florida

J. Bruce Wilson, President

To begin classes in the fall 1966.

SANTA FE JUNIOR COLLEGE, Gainesville, Florida

Joseph W. Fordyce, President

To begin classes in the fall 1966.

SEMINOLE JUNIOR COLLEGE, Sanford, Florida

Earl S. Weldon, President

To begin classes in the fall 1966.

SOUTH FLORIDA JUNIOR COLLEGE, Avon Park, Florida

William Stallard, President

To begin classes in the fall 1966.

TALLAHASSEE JUNIOR COLLEGE, Tallahassee, Florida

Fred W. Turner, President - To begin classes in fall 1966.

STATE JUNIOR COLLEGE BOARD

	Term Expires
Fred H. Kent, Chairman Attorney at Law P. O. Box 479 Jacksonville, Florida 32201	1968
Fred B. Hartnett Hartnett, Incorporated 2816 Ponce de Leon Boulevard Coral Gables, Florida	1965
Louis Hill Peoples Bank of Tallahassee Tallahassee, Florida	1967
Robert Hudson Titusville Star Advocate Titusville, Florida	1966
Whit Palmer, Jr. Dixie Lime Products Company P. O. Box 910 Ocala, Florida	1968
Van H. Priest Madison, Florida	1966
Carlisle Rogers First National Bank Leesburg, Florida	1967

James L. Wattenbarger, Executive Secretary
Director, Division of Community Junior Colleges
State Department of Education
Tallahassee, Florida

D. DEMONSTRATED CAPABILITY OF INSTITUTIONS OF HIGHER EDUCATION IN FLORIDA

Educational institutions throughout the State of Florida are qualified to provide for the varied aims of continuing education today--the need for learning to keep pace with change, as well as recognized instructors and programs to produce individual growth and fulfillment.

John W. Gardner, U.S. Secretary of Health, Education and Welfare, feels the many forms of continuing education we must develop in the coming years will be provided by a variety of institutions. "But the central role must be played by the universities," Gardner notes. "They have become centers of enormous vitality in our national life, reaching out into industry, the military, government and every other aspect of American society. Continuing education needs the kind of intellectual stimulus, standards and discipline that the university can provide."

Continuing education in Florida is separated into two categories--one offered by the Florida State University System and the other comprising various other institutions of higher learning in the state public and private colleges, universities and junior colleges.

Listed below are the various institutional components of continuing education in Florida:

STATE UNIVERSITY SYSTEM

Florida has a long history of statewide university extension, beginning with the acceptance of the provisions of the federal Smith-Lever Act by the Florida legislature in 1915. This act established the Agricultural Extension Service referred to nationally as Cooperative Extension. This was followed closely by legislation in 1919 creating the General Extension Division of Florida. These two agencies with responsibilities for continuing education worked very closely together, often providing resources and personnel for informal programs that were co-sponsored. An exploding population and expanding university system within the State resulted in the need for a more sophisticated approach to the general extension area which resulted in the establishment of the Florida Institute for Continuing University Studies (FICUS) in 1962. The same close working relationships continued between FICUS and Cooperative Extension that had existed previously.

All phases of the university system have grown, with continued emphasis upon coordinating efforts. Enrollments in off-campus credit courses have more than doubled during the last three and one-half years. Enrollment statistics reveal a dramatic year by year growth pattern:

Year	Credit Course Enrollments
1960-61	7,300
1961-62	8,400
1962-63	11,300
1963-64	12,900
1964-65	16,300

Non-credit conferences and institutes have also shown a dramatic increase during this period as reflected in the following figures:

Year	Non-credit Enrollment
1961-62	15,000
1962-63	15,200
1963-64	13,900
1964-65	22,000

Correspondence Study enrollment experienced a marked increase during the 1963-64 academic year, due chiefly to the popularity of non-credit home study courses in such fields as insurance.

Year	Home Study Enrollment
1961-62	3,700
1962-63	3,700
1963-64	5,100
1964-65	5,500

Although this enrollment increase is impressive, it is not the most significant development in Florida's off-campus credit, non-credit, and correspondence study programming. More far reaching changes were effected in the nature of courses offered and the type of credit earned. Planned graduate programs replaced traditional "extension credit" courses in many areas, and the universities enabled thousands of students at State University System centers to earn the equivalent of campus residence credit toward advanced degrees.

	1962-63		1963-64		1964-65	
University	Courses	Enroll.	Courses	Enroll.	Courses	Enroll.
UF	249	6,285	283	6,028	265	6,004
FSU	147	3,855	216	5,784	241	5,996
A & M	43	911	40	862	30	691
USF	9	236	9	171	27	535
FAU	---	---	3	102	78	3,071
	448	11,287	551	12,947	641	16,297

The conditions which led to the creation of the Florida Institute for Continuing University Studies continue to challenge the State's educational resources four years later. Space age industries, county school systems and professional groups require university-level training, both credit and non-credit, close at hand to keep pace with today's fast-moving world.

Thousands of adults now look confidently to the State University System for opportunities to satisfy their needs for continuing education. Hundreds are pursuing advanced degrees in their home communities. Many more have attained educational or professional milestones as a result of training already received through the State University System. The demands for additional offerings have accelerated rather than diminished and Florida's universities are well aware of thier responsibilities beyond the campus walls.

A move to further improve and broaden this interinstitutional system of extension was inaugurated on July 1, 1965, when coordination of continuing education programs was brought directly under the Board of Regents. The new pattern of administration is designed to allow each university to respond directly to the continuing education needs of Floridians in its own geographical area and in its own distinctive fields of competence. Statewide coordination is carried out through the Office for Continuing Education of the Board of Regents.

Offices for continuing education have been established at the University of Florida, Gainesville; Florida State University, Tallahassee; Florida A & M University, Tallahassee; University of South Florida, Tampa; Florida Atlantic University, Boca Raton; and the University of West Florida, Pensacola. The new state university at Orlando will establish such an office also shortly after its president is named.

Many programs in the field of continuing education require the resources of several universities for best results. As a flexible, statewide system of university extension, the new administrative plan enables the universities to work collectively as well as individually in meeting community needs. It has strength in that it allows the entire resources of the State University System to be concentrated in any given area of the State, where there is justified need.

The State University System has demonstrated in the past its willingness to assume responsibility for the type of training deliniated in the Act. It has, in addition to its vast offerings in the credit area, been concerned with the training and re-training of professional personnel and attempted to meet identified needs of the State's population with non-credit experiences such as the following:

Health and Hospital Administration:

Nurse Anesthetists Workshop
Workshop for Medical Technologists on Enteric Bacteriology
Workshop for Physical Therapists on Electrotherapy: Equipment and Methods Application

Management Development Short Course for Hospital Housekeepers
Symposium on Professional Hospital Techniques and Procedures for Operating Room and Central Sterile Supply Personnel
Workshop for Inhalation Therapists on Oxygen Therapy
Workshop for Medical Record Librarians on Administration
Workshop for Occupational Therapists on Occupational Therapy in Community Psychiatric Programs
Workshop for Nurses on Team Nursing
Workshop for Hospital Food Service Supervisors in Hospitals with Less Than 125 Beds
Hospital Administrators Executive Development Course
Workshop for Hospital Business Officer Personnel on Admissions, Patient Accounting and Collections
Workshop for Nurses on Nursing Inservice Programs
Workshop for Medical Technologists on Clinical Chemistry and Toxicology
Workshop for Medical Technologists on Serology

Public Administration:

Arson Detection and Prevention Seminar
University Civil Defense Training Programs
Shelter Analysis Short Courses for Civil Defense
Municipal Luncheon Lecture Series
Traffic Operations and Planning Conferences
Law Enforcement Institutes
Traffic Court Conferences
Water Management Workshops
County Commissioners Short Courses
City Officials Conferences
Building Officials Short Courses
Governmental Secretaries Institutes
Municipal Clerks and Finance Officers Conferences
Planning and Zoning Conferences
City Managers Short Courses
Water and Sewage Treatment Short Courses
Conferences on Bay Fills and Bulkhead Lines
Public Works Directors Conferences

National Programs:

VISTA Training Program (first graduating class)
Project Head Start
Summer Institutes under Civil Rights Legislation
Training Programs for Peace Corps Volunteers
Short Course for Extension Supervisors from Seven Latin American and Far-East Countries

Community Service and Leadership Training:

P.T.A. Legislative Workshop
State P.T.A. Leadership Short Course
Youth and Family Life Institutes
English Language Institute for Brazilian Students

Conferences on the Rehabilitation of the Criminal Offender
County Conferences on Community Opportunities for Continuing Education for Women
Director Training Courses for Directors of Cooperative Marketing Firms
Institute of Food Technologists Short Courses
State Nutrition Conference (feed manufacturers)
Fertilizer Microscopy Short Course
Citrus Institutes

Older Population:

Community conferences in St. Petersburg on the Heart, Nutrition and related gerontological problems
Joint coordination of the State Gerontological Society

Education of the Disadvantaged:

Training of Adult Education personnel responsible for literacy and adult basic education programs
Summer workshops and institutes training for school personnel working with the social and economically disadvantaged

The following descriptive data will attempt to portray the resources available within the individual universities of the State system.

UNIVERSITY OF FLORIDA

The University of Florida provides the State with a rich assortment of talent and resources to meet its continuing educational needs. The diversity of its programs is demonstrated by the many areas in which it offers advanced degrees, including agriculture, architecture and fine arts, arts and sciences, business administration, education, engineering, forestry, health related professions, journalism, law, medicine, nursing, pharmacy and physical education.

As the designated land-grant university for Florida, the University of Florida has some responsibilities to the entire state that make it unique within the system of State universities. The University has County Extension employees in 66 of the 67 counties. These staff members are jointly employed by Boards of County Commissioners and provide a direct link between the university, county government and local communities. Staff members of the Cooperative Extension Service have been involving local people in problem identification and broad program planning on a formal basis since 1955. In 1965 alone, Extension staff members worked directly with 1,052 local program development committees made up of key local leaders. Many identified problems have resulted in requests for assistance to other branches of the University in areas such as beach erosion and water or air pollution. Through the Agricultural Experiment Stations, the University maintains branch stations at 20 locations throughout the State. Many of these facilities have libraries and meeting rooms or auditoriums and are used for informal educational programs. Practically all of the Extension offices either have or have access to conference and meeting rooms or auditoriums. The Extension Service operates five 4-H Club camps throughout the State that are used for youth programs and adult institutes. Two of these camps have air-conditioned auditoriums and are used extensively for informal educational meetings in South Florida. The University's graduate and professional schools have competencies that result in a continuous flow of conferences, seminars, short courses and workshops on campus and at off-campus locations in the State to help individuals keep pace with social and technological advancement. The campus of the University of Florida encompasses the entire state and its contributions to community development continue to be an important part of continuing education to Florida and its people.

The College of Engineering provides a broad array of graduate courses leading to advanced degrees and professional enrichment. The College of Business Administration offers numerous graduate courses off campus, particularly in the areas of management and accounting. The University hopes to expand its non-credit programs, including those which traditionally have drawn exclusively upon resources of the College of Business Administration, Institute of Food and Agricultural Science, Engineering and Industrial Experiment Station and the J. Hillis Miller Health Center.

The University of Florida is proud of its rapidly growing GENESYS (Graduate Engineering Education System) program that started in 1964 and reflected an 81 per cent increase in enrollment and 104 per cent rise in class registrations after just one year. GENESYS utilizes closed circuit television to connect the main University campus in Gainesville with classrooms in Orlando, Cape Kennedy and Daytona Beach so that engineers can further their engineering knowledge, virtually in their own back yard.

The total faculty contributing to this education innovation is made up of three major groups: the full-time, resident GENESYS faculty, instructors from the College of Engineering in Gainesville, and the adjunct faculty, drawn from highly qualified men in industry. Recognizing that the engineer in industry needs constant exposure to new science and technology to keep his intellectual skills sharpened, GENESYS officials believe the program is an organized and equivalent part of the University, although its students are geographically remote from the campus.

Now bringing courses in engineering and the supporting sciences to workers in industry, GENESYS conceivably could be a forerunner to telecasting an entire spectrum of University courses in the years ahead.

FLORIDA STATE UNIVERSITY

Florida State University has a distinguished record of service to Florida in providing continuing education opportunities to persons in industry, government and municipal agencies, public schools, social agencies, cultural societies and the professions. Its faculty of more than 900 includes specialists in such major fields of study as arts and sciences, business, education, engineering science, home economics, library science, music, nursing and social welfare.

The University's most extensive off-campus credit offerings are in the field of teacher education. A graduate program in business management offered in the Cape Kennedy area enables scientists and engineers to earn master's degrees without leaving the area. A doctoral program in the field of adult and continuing education helps to assure a steady supply of competent administrative, programming, and research leadership that is needed for a dynamic program of continuing education and community services as described in this document. Florida State conducted over 100 conferences on the campus last year with participants numbering more than 9,000. These programs will be expanded in the future and conference activity in the areas of traffic safety, driver education, women's activities, and civil defense will be conducted statewide by Florida State University resource personnel.

FLORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY

Florida A & M University is dedicated to working with adults throughout Florida. In the past, it has offered off-campus instructional activities in all areas of the State and this practice will be continued under the new statewide extension framework. Florida A & M will help local community groups to identify and define those problems for which university-level instruction may provide a solution; then it will provide the necessary instruction in a manner that is both consistent with high standards of quality and readily accessible to those who may benefit from it. Florida A & M can draw upon resources it utilizes to train students in agriculture and home economics, arts and sciences, education, law, nursing, pharmacy and vocational-technical subjects. It not only offers off campus many of the courses found in its regular bulletin, but also is prepared to offer many subjects not listed, if a sufficient number of persons desire a specific area of instruction.

UNIVERSITY OF SOUTH FLORIDA

The University of South Florida provides public service to adult citizens in the Tampa Bay area, the State and the Nation. This service is offered in the form of educational programs such as credit courses, clinics, short courses and workshops. Faculty members in credit programs are drawn from the Colleges of Business, Education, Engineering and Liberal Arts. In non-credit instruction, professional staff members develop a wide variety of informative and challenging programs for business and industry, government, the professions and civic and service organizations. Both the University Center on the Tampa campus and the facilities at the Bay campus are ideally suited to provide programs in continuing education for the adult citizenry. Evening classes at both locations include credit courses which lead to bachelor and master's degrees.

FLORIDA ATLANTIC UNIVERSITY

Florida Atlantic University is increasing course offerings to Floridians from Ft. Pierce to Key West, adding workshops, home study programs and institutes as needs are identified. More than 100 credit classes were conducted off campus last year, serving over 2,500 persons. New courses in business administration, science, social science and the humanities are being offered for the first time this year. The Office for Continuing Education at Florida Atlantic also is building a program of sponsorship of non-credit conferences and institutes and will welcome inquiries from persons and groups in South Florida interested in this form of instruction.

UNIVERSITY OF WEST FLORIDA

The University of West Florida will be a multi-purpose university with offerings at the upper division and graduate levels when it becomes fully operational in September, 1967. Initial degree programs will be in the arts and sciences, business, economics and education. Prior to September, 1967, the Office for Continuing Education will administer an interim program for students in West Florida who have completed their first and second years of college study but who cannot go elsewhere to continue their work toward a college degree. This program will utilize off-campus courses from other State universities and will make it possible for qualified students to earn up to 21 hours of upper division credit toward a degree at the University.

UNIVERSITY AT EAST CENTRAL FLORIDA

The University at East Central Florida is slated to open in September, of 1968.

PRIVATE INSTITUTIONS

The private institutions of the State of Florida provide continuing education programs of importance having sizeable enrollments supplementing greatly the capacity of the State in providing higher education for adults. The University of Miami has the largest single urban institutional enrollment in the State, offering over 700 separate evening courses and programs during 1964-65. In 1964-65 the private universities of the State offered over 900* evening and extension courses for credit with a total enrollment of more than 12,000 students; and a non-credit course program and seminars, institutes, focus and special activities serving well over the same number of students.

This number is increasing for the private institutions also. The University of Miami envisions more than 100% increase in the non-credit continuing education over the next two years.

New or enlarged extension activities have been planned for 1964-65 by Rollins College (Patrick Air Force Base and Cape Kennedy Centers), Jacksonville University, Barry College of Miami, Florida Presbyterian, Bethune-Cookman, Florida Southern, Stetson, Florida Memorial, University of Miami and Tampa. The University of Tampa has scheduled over 100 career betterment and improvement courses for 1964-65, both credit and non-credit. The potential of these private institutions in combination with the State universities provides Florida with excellent potential in higher education for adults from north to south and from coast to coast.

---

* To be confirmed by survey; figure is probably much higher

BARRY COLLEGE

The continuing education programs at Barry College are primarily credit courses to fill the needs of Dade and Broward County residents. Forty-six late afternoon, evening and Saturday morning courses are currently offered to accommodate teachers, school administrators and others who desire to improve themselves while fulfilling the responsibility of full-time employment. Barry College has been designated by U.S. Industries as the training center for its auto-tutor instructional program. Laboratory technicians hold a refresher seminar in Barry's biology laboratories annually and a special program on medical terms has been initiated for local medical secretaries.

BETHUNE COOKMAN COLLEGE

The only special program at Bethune-Cookman is training of secretaries and clerk-typists for business and industry. Bachelor degrees in business administration and business English are offered by the institution.

BREVARD ENGINEERING COLLEGE

Brevard Engineering College offers bachelor and master's degree programs in electrical engineering, physics, space technology and mathematics. These are available during the day to full-time students and in the evening to students employed by industry. Another master's degree program is offered in operations research. Brevard also schedules special seminars for business and industry and annually sponsors a lecture series on space technology with nationally known guest speakers. Attendance at these lectures ranges from 500 to 1,000---mostly individuals from the aerospace industry.

FLORIDA SOUTHERN COLLEGE

Florida Southern College's evening "Community College" program comprises credit and non-credit courses in all areas of the regular curriculum, including numerous "refresher" subjects for persons who already hold degrees or who desire to take additional advancement courses. A special lecture series for accountants from Central Florida this year is one of several features sponsored throughout the academic year for the benefit of business and industry.

JACKSONVILLE UNIVERSITY

Jacksonville University has a full evening program of credit courses for bachelor degrees in business administration, accounting, marketing, management and economics. Special instruction is presented twice each year in the area of fire and casualty insurance. The Jacksonville Chamber of Commerce cooperates with the University in a 2½ year program of supervisory training in Chamber facilities which does not grant a degree but does yield certification as a graduate supervisor. The University's Evening Division operates primarily as a degree-granting credit program; however, in the near future, there are plans to expand the schedule to allow for a greater number of non-credit and enrichment credit courses.

UNIVERSITY OF MIAMI

The University of Miami, through its Division of Continuing Education and wealth of talent in its academic departments, has been offering outstanding adult and continuing education programs since 1926, in serving the largest and most complex urban community in the State of Florida. Over 10,000 adult and part-time students enroll each year (over 23,000 individual registrations) in over 800 credit and degree courses, non-credit courses, adult discussion groups with many additional thousands attending special institutes and meetings for professionals and business people. The University has a distinguished record in serving industry through special tuition remission programs as well as in-service training courses. The School of Education enrolls several thousand teachers alone each semester in its evening courses and through a most comprehensive in-service program for teachers serving the State's largest school system -- Dade County. The University has been recognized nationwide for its work in the Cuban Teachers Training Program. It has also provided special cultural and educational programs for the Cuban adult. Full undergraduate and graduate degrees are offered in the evening. This program is unique in that 100% of the degree courses are taught by full-time faculty as part of their regular load; assuring standards and quality of instruction identical to regular daytime degree programs.

The University of Miami has the largest single urban conference institute program in the State; over one hundred conferences and special programs are scheduled each year to include local, state, regional, national and international groups. These programs cover a variety of professional areas, with special emphasis in business administration, medicine, law engineering and teacher education. Programs have been established for federal and state agencies to include Youth Opportunity, Operation Headstart and Civil Defense. The University has a rich background in dealing with urban problems and community development, having faced problems of the Cuban refugee, Latin American and Negro minority groups, migrant laborers, complex local government affairs and an extensive foreign student enrollment.

ROLLINS COLLEGE

Rollins College schedules courses in the fields of business administration, economics, science, English, history and government on its main campus and specializes in psychology, sociology, mathematics, science, history, government, business administration and economics through its continuing education program at Patrick Air Force Base near Cocoa. Master's degrees can be obtained in commercial science, business administration, physics, engineering physics and education. The School of Creative Arts offers courses in music, drama, French and Spanish.

STETSON UNIVERSITY

Credit and non-credit courses are scheduled throughout the academic year in the evening and on Saturday mornings. Special seminars also are available for businessmen in the areas of accounting, management, market surveys, real estate and insurance. Through a series of undergraduate courses and special seminars, continuing education on a part-time basis is scheduled for junior executives.

UNIVERSITY OF TAMPA

Evening classes at the University of Tampa are conducted in most academic areas and complete bachelor degree programs are offered in economics, business and history. Non-credit courses are offered in any field for which there is a demand, including economics, fire and casualty insurance, real estate, legal secretarial training and accounting. Special seminars are conducted for local business and industry as necessary. An executive leadership techniques program and a sales and marketing seminar are planned this spring (1966).

COMMUNITY JUNIOR COLLEGES

Florida's public junior colleges, with their commitment to the idea that education is a life-long process, have received national acclaim for their work in continuing adult education. From Pensacola to Key West and from St. Petersburg to Ft. Pierce, great numbers of mature men and women are attending junior colleges. Many of them enroll in technical-occupational or university transfer programs. A surprising number, however, are at junior college merely for the satisfaction and self-enrichment that is theirs for the seeking.

There is a place in the Florida public junior college for the old timer who never finished high school...for the retired lawyer or business executive...and for the mother who has raised a family and now finds spare time on her hands. They can read Shakespeare, study ornamental horticulture, take flying lessons, learn to swim, improve their tennis or golf skills, absorb poetry or practice the new mathematics. Whatever they are doing in the continuing education program offered by Florida's junior colleges, they no doubt are fulfilling personal dreams of using their time creatively...and they are happier for their individual effort.

During 1964-65 more than 28,000 adults, not including those who were enrolled in the regular college credit program, registered for continuing adult education courses offered in Florida community junior colleges. These included 45,701 total enrollments in a wide variety of course offerings.

NUMBER OF INDIVIDUALS ENROLLED BY COLLEGE IN GENERAL ADULT EDUCATION COURSES*

1964-65

COUNTY - COLLEGE	NO. OF INDIVIDUALS
Bay - Gulf Coast	518
Rosenwald	16
Brevard - Brevard	911
Broward - Broward	497
Columbia - Lake City	967
Dade - Miami-Dade	5,770
Escambia - Pensacola	3,170
Washington	-
Jackson - Chipola	724
Jackson	238
Lake - Lake-Sumter	34
Johnson	-
Lee - Edison	155
Madison - North Florida	-
Suwannee River	-
Manatee - Manatee	1,331
Marion - Central Florida	773
Hampton	362
Okaloosa - Okaloosa-Walton	31
Palm Beach - Palm Beach	-
Roosevelt	-
Pinellas - St. Petersburg	503
Gibbs	25
Polk - Polk	99
Putnam - St. Johns River	-
St. Lucie - Indian River	907
Lincoln	410
Volusia - Daytona Beach	6,679
Volusia County	4,499
TOTAL	28,619

* General adult offerings reported as administered under the auspices of the junior college.

DIVISION OF COMMUNITY JUNIOR COLLEGES
STATE DEPARTMENT OF EDUCATION

ANNUAL REPORT OF GENERAL ADULT EDUCATION COURSES
1964-65

TOTAL ENROLLMENTS BY COURSE

COURSE	MEN	WOMEN	TOTAL
Literary & Elementary Education	1,965	3,382	5,347
English	2,444	3,429	5,873
Mathematics	1,986	2,839	4,825
Natural Sciences	1,932	2,600	4,532
Social Sciences	2,463	4,117	6,580
Modern Foreign Languages	525	976	1,501
Art	588	1,525	2,113
Music	922	1,092	2,014
English for Foreign Born	7	9	16
Education for Aging	405	1,616	2,021
Civil & Public Affairs	955	1,070	2,025
Speech & Dramatic Arts	345	619	964
Reading Clinics	1,076	1,496	2,572
High School Review	288	256	544
Citizenship	-	14	14
Shorthand	-	100	100
Bookkeeping	34	77	111
Industrial Arts	216	48	264
Typewriting	243	458	701
Aviation	72	19	91
Nurses Updating Seminar	4	116	120
Personal Improvement	6	31	37
Personal Business Information	194	84	278
Photography	79	14	93
Clothing Construction	1	302	303
Real Estate	24	10	34
Business (Gen.)	133	101	234
General Adult Education	93	145	238
Physical Education	4	64	68
Americanism vs. Communism	3	13	16
Literature	165	338	503
Sewing	33	207	240
Cake Decorating	3	44	47
Landscape Design and Flower Arrg.	62	135	197
Sophomore Orientation	152	75	227
General Continuation	100	89	189
Space Age	12	5	17
Sect. Workshop	-	13	13
Patient Discharge Prep.	-	13	13
Data Processing Ref.	6	7	13
Modern Math	44	70	114
Public Speaking	8	16	24
Driver Education	17	14	31
Religious Institute	24	-	24
Accelerated Reading	32	11	43
Creative Writing	3	5	8
Note Taking	10	359	369
TOTAL	17,678	28,023	45,701

E. ACCOUNTING PRACTICES - STATE OF FLORIDA

INSTITUTIONAL CERTIFICATION

TITLE I OF THE HIGHER EDUCATION ACT OF 1965

P.L. 89-329

Community Service and Continuing Education Programs

On behalf of ______________________________, I hereby certify that
(Institution)
our institution is in full compliance with the following rules and regulations.

I Title VI of the Civil Rights Act of 1964 (P.L. 88-352, 78 Stat. 252, 42 U.S.C. Chapter 21) which provides that no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

II That in providing community services as called for under the program, we certify:

a. That the proposed program is not otherwise available,

b. That the conduct of the program or performance of the activity or service is consistent with the institution's over all education program and is of such a nature as is appropriate to the effective utilization of the institution's special resources and the competencies of its faculty; and,

c. That, if courses are involved, such courses are extension or continuing education courses and (1) that they are fully acceptable toward an academic degree, or (2) that they are of college level as determined by the institutions offering the courses.

III That financial records covering the proposed activities will be kept and made available for audit by either the State or Federal agency upon request.

IV That such records and reports as called for by the State Agency or Commissioner of Education will be made available upon request.

____
Signature of person authorized to
sign for the institution

4/18

G. SOUTHERN REGIONAL CONFERENCE ON ADULT BASIC EDUCATION

ERIC Clearinghouse
DEC 6 1968
on Adult Education